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2013-2014  
**SECONDARY  
CURRICULUM GUIDE**

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TODAY'S CHOICES OPEN DOORS FOR TOMORROW'S OPPORTUNITIES

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Jackson Public Schools

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Jackson Public Schools

*Jackson Public Schools*  
**Secondary  
Curriculum Guide**  
for 2013-2014

DR. CEDRICK GRAY, SUPERINTENDENT  
JACKSON PUBLIC SCHOOL DISTRICT  
JACKSON, MISSISSIPPI



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## **JPS GENERAL EDUCATION GRADUATION REQUIREMENTS**

Seniors of School Year 2011-2012 and Later  
(Entering 9th Graders in 2008-2009 School Year and Later)

SUBJECT	REQUIREMENTS	COMMENTS
English	4 <sup>1</sup>	The required four English units may be chosen from the following courses: English I, English II*, English III, and English IV. See additional comments.
Mathematics	4 <sup>2</sup>	Two of the required four units must be Algebra I* and Geometry. Algebra I may be taken in the eighth grade for Carnegie unit credit. Students preparing for admission into a Mississippi college or university must also take Algebra II, according to the Mississippi Public Universities Admission Standards. See additional comments.
Science	3 <sup>3</sup>	The required three science units must include Biology I*, 1 unit from the physical sciences, and 1 other science. The physical science unit may be chosen from the following courses: Physical Science, Chemistry, or Physics. See additional comments.
Social Studies	3 <sup>4</sup>	The required three social studies units must include ½ unit Mississippi Studies, 1 unit World History, 1 unit U.S. History, and ½ unit American Government. See additional comments.
Business & Technology	1 <sup>5</sup>	The Business & Technology unit may be chosen from the following courses: ½ unit Computer Applications and ½ unit Keyboarding or 1 unit Computer Discovery. Computer Discovery may be taken in the eighth grade for Carnegie unit credit. See additional comments.
Fine Arts	1 <sup>6</sup>	The Fine Arts unit may be chosen from the following courses: Art, Band, Choral Music, and Strings. See additional comments.
Health	½	The Health ½ unit may be chosen from the following courses: ½ unit Comprehensive Health or ½ unit Family and Individual Health.
Physical Education	½ <sup>7</sup>	See additional comments regarding the Physical Education ½ unit.
Advanced Seminar	1	The following students are exempt from Advanced Seminar: students enrolled in APAC, IB, HRP, Base Pair, or SOAR; students who are two-year completers of vocational programs or enrolled in the second year of vocation programs; seniors taking 1 or more Advanced Placement® courses; and students enrolling as seniors in the district after the first term. Students withdrawing from an exempt program must enroll in and successfully complete Advanced Seminar.
Electives	5 <sup>8</sup>	The elective units may be chosen from any units beyond the required courses. Two of the 5 units must be advanced-level electives. See additional comments.
<b>TOTAL UNITS REQUIRED</b>	<b>23</b>	
<b>Grade Level Promotions/Classifications</b>		
Seniors of School Year for 2011-2012 and Later (Entering 9th Graders in 2008-2009 School Year and Later)		
From 9th Grade to 10th Grade	7 Carnegie units	
From 10th Grade to 11th Grade	14 Carnegie units	
From 11th Grade to 12th Grade	19 Carnegie units	
Student in the class of 2008 and later, who choose the general education diploma, will need 23 units to graduate.		
Any student who completes the JPSD General Education graduation requirements as specified above and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma.		

# JPS GENERAL EDUCATION GRADUATION REQUIREMENTS

Seniors of School Year 2011-2012 and Later  
(Entering 9<sup>th</sup> Graders in 2008-2009 School Year and Later)

## **ADDITIONAL COMMENTS**

\* Note: Students must pass a state exit exam as a graduation requirement in Algebra I, English II, Biology I, and U.S. History. Initial enrollment in Algebra I, English II, Biology I, and U.S. History must occur during the regular academic school year. Students who fail these courses may **retake** them in the summer or the following school year.

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi Curriculum Frameworks*. Course titles and identification numbers must appear in the current edition of *Approved Courses for Secondary Schools of Mississippi*. Enrollment in on-line courses through the Mississippi Virtual Public School (MVPS) and/or correspondence courses must have prior approval granted by the school's counselor/site coordinator and principal. No more than two (2) Carnegie units may be earned through the MVPS during the regular school year and no more than one (1) Carnegie unit may be earned during the summer. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course. Distance learning or the Mississippi Virtual Public School (MVPS) may be used as an appropriate alternative for the delivery of curriculum courses.

<sup>1</sup> Compensatory English/language arts and any developmental English/language arts courses may not be included in the four English courses required for graduation; however, these courses may be included in the general electives required for graduation. Core content area English/language arts courses include English I, English II, English III, and English IV. Students may enroll in Advanced Placement English Language and Composition in lieu of English III during their eleventh grade year and/or Advanced Placement English Literature and Composition in lieu of English IV during their twelfth grade year. IB MYP English I, IB MYP English II, IB DP English III, and IB DP English IV may be taken in lieu of English I, English II, English III, and English IV. All AP and IB courses meet requirements of the College Board and International Baccalaureate Organization (IBO), respectively and are of comparable rigor and content as the state's required English/language arts courses. A list of approved AP and IB courses may be found in the *Secondary Curriculum Guide*.

<sup>2</sup> Compensatory mathematics and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the general electives required for graduation. Algebra I and Geometry must be included in the required 4 units. IB MYP Algebra I may be taken in lieu of Algebra I. All AP and IB mathematics courses meet requirements of the College Board and International Baccalaureate Organization (IBO), respectively and are of comparable rigor and content as the state's required mathematics courses. A list of approved AP and IB courses may be found in the *Secondary Curriculum Guide*.

<sup>3</sup> One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned by completing the following AEST 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants, or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship. Advanced Placement Biology I or IB MYP Biology I may be taken in lieu of Biology I. All AP and IB science courses meet requirements of the College Board and International Baccalaureate Organization (IBO), respectively and are of comparable rigor and content as the state's required science courses. A list of approved AP and IB courses may be found in the *Secondary Curriculum Guide*.

<sup>4</sup> The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course. Students may enroll in Advanced Placement U.S. History in lieu of U.S. History 1877 – Present. IB students may enroll in DP History of the Americas I in lieu of U.S. History 1877 – Present. All AP and IB social studies courses meet requirements of the College Board and International Baccalaureate Organization (IBO), respectively and are of comparable rigor and content as the state's required social studies courses. A list of approved AP and IB courses may be found in the *Secondary Curriculum Guide*.

<sup>5</sup> Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational). Computer Discovery is a required JPS course for all eighth graders. All AP and IB business and technology courses meet requirements of the College Board and International Baccalaureate Organization (IBO), respectively and are of comparable rigor and content as the state's required business and technology courses. A list of approved AP and IB courses may be found in the *Secondary Curriculum Guide*.

<sup>6</sup> All AP and IB art courses meet requirements of the College Board and International Baccalaureate Organization (IBO), respectively and are of comparable rigor and content as the state's required Carnegie unit in fine arts. A list of approved AP and IB courses may be found in the *Secondary Curriculum Guide*.

<sup>7</sup> The ½ unit in physical education includes participation in interscholastic athletic activities that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the **Mississippi High School Activities Association**. Carnegie units (up to one each school year) in physical education may be received from participation in interscholastic athletic activities, band, and Junior Reserve Officer Training Corp (JROTC) if they meet the instructional requirements specified in the *Fitness through Physical Education Framework*. Interscholastic athletic activities used for Carnegie unit credit must be sanctioned by the Mississippi High School Activities Association. All IB health and physical education courses meet requirements of the International Baccalaureate Organization (IBO) and are of comparable rigor and content as the state and district's requirements for health and physical education. A list of approved IB courses may be found in the *Secondary Curriculum Guide*.

<sup>8</sup> One (1) Carnegie unit credit will be awarded for successful completion of French I or Spanish I in the eighth grade; either foreign language course taken in the eighth grade will be accepted for admission to public, in-state colleges and universities. For example, advanced-level courses include foreign language courses (I and II) or any combination of English, social studies (i.e., advanced World Geography), mathematics, or lab-based science courses of comparable rigor and content to those required. Also, please refer to the advanced electives section of the Requirements for Admission to Public Universities in Mississippi (IHL) for additional clarity.



# JPS COLLEGE PREPARATORY GRADUATION REQUIREMENTS

Seniors of School Year 2011-2012 and Later  
(Entering 9th Graders in 2008-2009 School Year and Later)

SUBJECT	REQUIREMENTS	COMMENTS
ENGLISH	4 <sup>1</sup>	The required four English units may be chosen from the following courses: English I, English II*, English III, and English IV. See additional comments.
MATHEMATICS	4 <sup>2</sup>	Two of the required four units must be Algebra I* and Geometry. Algebra I may be taken in the eighth grade for Carnegie unit credit. Students preparing for admission into a Mississippi college or university must also take Algebra II, according to the <b>Mississippi Public Universities Admission Standards</b> . See additional comments.
SCIENCE	4 <sup>3</sup>	The required four science units must include Biology I*, 1 unit from the Physical Sciences, and 2 other sciences. See additional comments.
SOCIAL STUDIES	4 <sup>4</sup>	The required four social studies units must include ½ unit Mississippi Studies, 1 unit World History, 1 unit U.S. History*, ½ unit American Government, ½ unit Geography and ½ unit Economics. See additional comments.
BUSINESS & TECHNOLOGY	1 <sup>5</sup>	The Business & Technology unit may be chosen from the following courses: ½ unit Computer Applications and ½ unit Keyboarding or 1 unit Computer Discovery. Computer Discovery may be taken in the eighth grade for Carnegie unit credit. See additional comments.
FINE ARTS	1 <sup>6</sup>	The Fine Arts unit may be chosen from the following courses: Art, Band, Choral Music, and Strings. See additional comments.
HEALTH	½	The Health ½ unit may be chosen from the following courses: ½ unit Comprehensive Health or ½ unit Family and Individual Health.
PHYSICAL EDUCATION	½ <sup>7</sup>	See additional comments regarding the Physical Education ½ unit, (including JROTC, Show Choir, Marching Band).
ADVANCED SEMINAR	1	The following students are exempt from Advanced Seminar: students enrolled in APAC, IB, HRP, Base Pair, or SOAR; students who are two-year completers of vocational programs or enrolled in the second year of vocation programs; seniors taking 1 or more Advanced Placement® courses; and students enrolling as seniors in the district after the first term. <b>Students withdrawing from an exempt program must enroll in and successfully complete Advanced Seminar.</b>
ELECTIVES	7 <sup>8</sup>	The elective units may be chosen from any units beyond the required courses. Two of the 7 units must be advanced-level electives. See additional comments.
TOTAL UNITS REQUIRED	27	
<b>Grade Level Promotions/Classifications</b> Seniors of School Year 2011-2012 and Later (Entering 9 <sup>th</sup> Graders in 2008-2009 School Year and Later)		
From 9 <sup>th</sup> Grade to 10 <sup>th</sup> Grade	7 Carnegie units	
From 10 <sup>th</sup> Grade to 11 <sup>th</sup> Grade	14 Carnegie units	
From 11 <sup>th</sup> Grade to 12 <sup>th</sup> Grade	19 Carnegie units	
The class of 2012 and later, who choose the college preparatory diploma will need 27 units to graduate.		
Beginning school year 2008-2009 and thereafter, all entering ninth graders (seniors of school year 2011-2012 and later) will be required to have a minimum of 27 Carnegie units as specified above, unless their parent/guardian requests to opt the student out of JPSD College Preparatory graduation requirements. Any student who is taken out of the requirements above will be required to complete the minimum requirements as specified in JPSD General Education graduation requirements.		

# JPS COLLEGE PREPARATORY GRADUATION REQUIREMENTS

Seniors of School Year 2011-2012 and Later  
(Entering 9th Graders in 2008-2009 School Year and Later)

## ADDITIONAL COMMENTS

\* Note: Students must pass a state exit exam as a graduation requirement in Algebra I, English II, Biology I, and U.S. History. Initial enrollment in Algebra I, English II, Biology I, and U.S. History must occur during the regular academic school year. Students who fail these courses may retake them in the summer or the following school year.

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the Mississippi Curriculum Frameworks. Course titles and identification numbers must appear in the current edition of *Approved Courses for Secondary Schools of Mississippi*. Enrollment in on-line courses through the Mississippi Virtual Public School (MVPS) and/or correspondence courses must have prior approval granted by the school's counselor/site coordinator and principal. No more than two (2) Carnegie units may be earned through the MVPS during the regular school year and no more than one (1) Carnegie unit may be earned during the summer. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course. Distance learning or the Mississippi Virtual Public School (MVPS) may be used as an appropriate alternative for the delivery of curriculum courses.

<sup>1</sup> Compensatory English/language arts and any developmental English/language arts courses may not be included in the four English courses required for graduation; however, these courses may be included in the general electives required for graduation. Core content area courses for English include English I, English II, English III, and English IV. Students may enroll in Advanced Placement English Language and Composition in lieu of English III during their eleventh grade year and/or Advanced Placement English Literature and Composition in lieu of English IV during their twelfth grade year. IB MYP English I, IB MYP English II, IB DP English III, and IB DP English IV may be taken in lieu of English I, English II, English III, and English IV. All AP and IB courses meet requirements of the College Board and International Baccalaureate Organization (IBO), respectively and are of comparable rigor and content as the state's required English/language arts courses. A list of approved AP and IB courses may be found in the *Secondary Curriculum Guide*.

<sup>2</sup> Compensatory mathematics and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the general electives required for graduation. Algebra I and Geometry must be included in the required 4 units. IB MYP Algebra I may be taken in lieu of Algebra I. All AP and IB mathematics courses meet requirements of the College Board and International Baccalaureate Organization (IBO), respectively and are of comparable rigor and content as the state's required mathematics courses. A list of approved AP and IB courses may be found in the *Secondary Curriculum Guide*.

<sup>3</sup> One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants or Science of Agricultural Animals or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned by completing the following AEST 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship. Beginning in school year 2008-2009 for all entering eighth graders, one unit must be a lab-based physical science. The allowable lab-based physical science courses are Physical Science, Chemistry I, Chemistry II, AP Chemistry, Physics I, AP Physics B, AP Physics C – Electricity and Magnetism, and AP Physics C – Mechanics. According to the Requirements for Admission to Public Universities in Mississippi (IHL), Biology I and Chemistry I are required and the other two units could be any two Carnegie units of comparable rigor and content (e.g., Physics, Physical Science, Biology II, Chemistry II, AP Chemistry, Physics II, AP Physics B, AP Physics C – Electricity and Magnetism, and AP Physics C – Mechanics, Botany, Microbiology, or Human Anatomy and Physiology.) Also, it is important to note that IHL requires two lab-based science courses. Advanced Placement Biology I or IB MYP Biology I may be taken in lieu of Biology I. All AP and IB science courses meet requirements of the College Board and International Baccalaureate Organization (IBO), respectively and are of comparable rigor and content as the state's required science courses. A list of approved AP and IB courses may be found in the *Secondary Curriculum Guide*.

<sup>4</sup> The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course. Students may enroll in Advanced Placement Macro- and/or Microeconomics in lieu of Economics during their twelfth grade year. IB students may enroll in DP History of the Americas I in lieu of U.S. History 1877 – Present. All AP and IB social studies courses meet requirements of the College Board and International Baccalaureate Organization (IBO), respectively and are of comparable rigor and content as the state's required social studies courses. A list of approved AP and IB courses may be found in the *Secondary Curriculum Guide*.

<sup>5</sup> Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the Business and Technology Framework (academic and vocational). Computer Discovery is a required JPS course for all eighth graders. All AP and IB business and technology courses meet requirements of the College Board and International Baccalaureate Organization (IBO), respectively and are of comparable rigor and content as the state's required business and technology courses. A list of approved AP and IB courses may be found in the *Secondary Curriculum Guide*.

<sup>6</sup> All AP and IB art courses meet requirements of the College Board and International Baccalaureate Organization (IBO), respectively and are of comparable rigor and content as the state's required Carnegie unit in fine arts. A list of approved AP and IB courses may be found in the *Secondary Curriculum Guide*.

<sup>7</sup> The ½ unit in physical education includes participation in interscholastic athletic activities that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the **Mississippi High School Activities Association**. Carnegie units (up to one each school year) in physical education may be received from participation in interscholastic athletic activities, band, and Junior Reserve Officer Training Corp (JROTC) if they meet the instructional requirements specified in the *Fitness through Physical Education Framework*. Interscholastic athletic activities used for Carnegie unit credit must be sanctioned by the Mississippi High School Activities Association. All IB health and physical education courses meet requirements of the International Baccalaureate Organization (IBO) and are of comparable rigor and content as the state and district's requirements for health and physical education. A list of approved IB courses may be found in the *Secondary Curriculum Guide*.

<sup>8</sup> One (1) Carnegie unit credit will be awarded for successful completion of French I or Spanish I in the eighth grade; either foreign language course taken in the eighth grade will be accepted for admission to public, in-state colleges and universities. For example, advanced-level courses include foreign language courses (I and II) or any combination of English, social studies (i.e., advanced World Geography), mathematics, or lab-based science courses of comparable rigor and content to those required. Also, please refer to the advanced electives section of the Requirements for Admission to Public Universities in Mississippi (IHL) for additional clarity.

## REQUIREMENTS FOR ADMISSION TO PUBLIC UNIVERSITIES IN MISSISSIPPI (IHL)

CURRICULUM AREA	COURSES	UNITS
ENGLISH		4 <sup>1</sup>
MATHEMATICS	Algebra I <sup>2</sup> Geometry Algebra II or any higher mathematics course	3
SCIENCE	SELECT 3 UNITS FROM THE FOLLOWING LIST: Physical Science Biology Advanced Biology Chemistry Advanced Chemistry Physics Advanced Physics Or any other science course with comparable content and rigor	3 (2 lab-based)
SOCIAL STUDIES	U.S. History World History U.S. Government (½) Economics (½) or Geography (½)	3
COMPUTER EDUCATION	Computer Applications <sup>3</sup>	½
ADVANCED ELECTIVES	SELECT 2 UNITS <sup>4</sup> FROM THE FOLLOWING LIST: Foreign Language <sup>2</sup> World Geography 4 <sup>th</sup> year lab-based Science 4 <sup>th</sup> year Mathematics	2
<b>TOTAL UNITS REQUIRED</b>		<b>15½<sup>5</sup></b>

<sup>1</sup> Courses must require substantial communication skills.

<sup>2</sup> Algebra I or first year Foreign Language taken in the eighth grade will be accepted for admission, provided course content is the same as the high school course.

<sup>3</sup> Computer competency requirement may be met through coursework requiring computer as a tool, not keyboarding, or through a statement of competency from the high school.

<sup>4</sup> One of the two units must be in Foreign Language or World Geography.

<sup>5</sup> Limited exceptions to high school unit requirements may be available. For more information contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of the Mississippi Institutions of Higher Learning.

At least one of the three required mathematics courses must be higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Probability and Statistics, and AP Statistics. One of the three required mathematics units may be in Drafting, if the student completes the 2-course sequence for Drafting I & II.

Note: Those students wishing to apply for admission to Mississippi colleges or universities but not meeting the above standards should contact their counselor or the college or university of their choice for information on Provisional Admission.

## **THE COLLEGE PREP CURRICULUM TO PUBLIC UNIVERSITIES IN MISSISSIPPI (IHL)**

**The College Prep Curriculum for students graduating from high school and entering a public institution of higher learning prior to the summer of 2012 is as follows:**

- English: 4 Carnegie Units - All must require substantial communication skills components (i.e., reading, writing, listening, and speaking).
- Mathematics: 3 Carnegie Units - Includes Algebra I, Geometry, and Algebra II. A fourth class in higher-level mathematics is highly recommended.
- Science: 3 Carnegie Units - Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, and Advanced Physics or any other science course with comparable rigor and content. One Carnegie unit from a Physical Science course with content at a level that may serve as an introduction to Physics and Chemistry may be used. Two of the courses chosen must be laboratory based.
- Social Studies: 3 Carnegie Units - Courses should include United States History (1 unit), World History (1 unit with substantial geography component), Government (½ unit), and Economics (½ unit) or Geography (½ unit).
- Advanced Electives: 2 Carnegie Units - Requirements may be met by earning 2 Carnegie units from the following areas/courses, one of which must be in Foreign Language or World Geography.
- Computer Applications: ½ Carnegie Unit - The course should include use of application packages such as word processing and spreadsheets. The course should also include basic computer terminology and hardware operation.
- Pre-High School Units: Algebra I or first-year Foreign Language taken prior to high school will be accepted for admission, provided course content is the same as the high school course.

**The College Prep Curriculum for students graduating from high school and entering a public institution of higher learning beginning in the summer of 2012 is as follows:**

- English: 4 Carnegie Units - Compensatory Reading and Compensatory Writing may not be included.
- Mathematics: 4 Carnegie Units - Includes Algebra I, Geometry, Algebra II, and any one Carnegie Unit comparable rigor and content. (e.g., Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Probability and Statistics, or AP Statistics)
- Science: 4 Carnegie Units - Includes Biology I, Chemistry I, and any two Carnegie Units of comparable rigor and content. (e.g., Physics, Physical Science, Biology II, Chemistry II, AP Chemistry, Physics II, AP Physics B, AP Physics C – Electricity and Magnetism, and AP Physics C – Mechanics, Botany, Microbiology, or Human Anatomy and Physiology.)
- Social Studies: 4 Carnegie Units - Includes World History, U.S. History, Introduction to World Geography, U.S. Government, Economics, and Mississippi Studies. (Credit earned for a State/Local Government course in any other state may stand in lieu of Mississippi Studies.)
- Arts: 1 Carnegie Unit - Includes any one Carnegie Unit visual and performing arts course(s) meeting the requirements for high school graduation.
- Advanced Electives: 2 Carnegie Units - Includes any two Carnegie Units of Foreign Language (I and II), Advanced World Geography and a Foreign Language (I) or any combination of English, mathematics, or lab-based science courses of comparable rigor and content to those required above.
- Computer Applications: ½ Carnegie Unit - Course should emphasize the computer as a productivity tool. Instruction should include the use of application packages, such as word processing and spreadsheets. The course should also include basic computer terminology and hardware operation.
- Pre-High School Units: Algebra I, first-year Foreign Language, Mississippi Studies taken prior to high school will be accepted for admission, provided course content is the same as the high school course.

## JPS GRADUATION REQUIREMENTS

### Part II

Each student graduating from a secondary school will have earned at least two of the last four Carnegie units at the school granting the diploma. Attendance in summer school does not establish a new resident school.

Each student graduating from a secondary school will have demonstrated mastery of those basic skills in reading, writing, and mathematics established by the State Board of Education as minimum levels of performance for high school students.

Each student graduating from a secondary school will have demonstrated the ability to apply basic skills successfully as evidenced by the results of a Functional Literacy Examination (FLE) which meets requirements of the State Board of Education.

However, academic end-of-course tests will be phased in during the 2001-2002 school year to replace the FLE as a requirement for graduation:

- Students who began 9th grade in school year 1999-2000 (anticipated graduation is 2003) must pass the FLE plus the Subject Area Test in U. S. History from 1877.
- Students who began 9th grade in school year 2000-2001 (anticipated graduation in 2004) must pass the mathematics section of the FLE plus the Subject Area Tests in U. S. History from 1877 and English II (with a writing component).
- Students who began 9th grade in 2001-2002 (anticipated graduation in 2005) must pass the mathematics section of the FLE plus the Subject Area Tests in U. S. History from 1877, English II (with a writing component), and Biology I.
- Students who began 9th grade in 2002-2003 (anticipated graduation in 2006 or later) must pass the Subject Area Tests in U. S. History from 1877, English II (with a writing component), Biology I, and Algebra I.
- This group of students must pass all four Subject Area Tests even if they take the course(s) prior to their 9th grade year.

### Specific Requirements for Students Who Transfer During Their Senior Year

1. A student entering the Jackson Public School District after the end of the second week of the third term shall request credits be sent to the former school for issuance of a diploma.
2. A Jackson Public School District student transferring to another district after the end of the second week of the third term may request credits be sent back to the Jackson Public School District for issuance of a diploma.

### Part III

A diploma shall be awarded a student in the exceptional education program under the following conditions:

1. Satisfy graduation requirements established by the local Board of Trustees, and
2. Achieve a passing score on the FLE, and/or state mandated Subject Area Program Tests. Appropriate allowable accommodations or modifications will be made in testing procedures for students with disabilities in accordance with the Individualized Education Plan (IEP).

An exceptional education student may also partake in an occupational course of study aimed at obtaining an occupational diploma in accordance with the criteria set forth in the district curriculum.

### Part IV

Awarding of one Carnegie unit indicates that the district has provided the equivalent of 140 hours of instruction in regular and laboratory classes over a school year. The awarding of one-half Carnegie unit indicates that the district has provided the equivalent of 70 hours.

## **JPS GRADUATION REQUIREMENTS**

### **Part V**

Preparations for graduation ceremonies shall be scheduled in such a manner that graduating seniors are absent from classes for no more than three days prior to the end of the school year.

### **Part VI**

A student may earn one unit during a single summer school session and a total of four (4) units may be earned in summer school programs toward graduation. Only one unit of correspondence courses may be applied toward graduation. Courses taken through the Mississippi State Department of Education Web-Based Program will be handled on an individual basis. English I, II, III, and IV may not be taken for the first time in summer school or via correspondence.

### **Part VII**

Beginning in the 2001 summer session, no state mandated Subject Area Testing Program (SATP) courses will be offered in summer school or accepted through correspondence. These courses are Algebra I, U.S. History from 1877, Biology I, and English 10. SATP courses may be offered during the Summer 2001 session for students who are eligible for summer school graduation in 2001.

SOURCE: Jackson Public School District, Jackson, Mississippi

LEGAL REF: Mississippi Commission on School Accreditation, Bulletin 171, Twelfth Edition, Revised September 1998, Mississippi Department of Education; Mississippi Public School Accountability Standards

DATE: November 27, 1978

AMENDED: January 19, 1981  
March 21, 1983  
July 21, 1986  
September 21, 1987  
May 20, 1988  
September 17, 1990  
January 22, 1991  
September 16, 1991  
September 18, 1995  
April 17, 2000  
April 17, 2001  
May 21, 2001  
December 16, 2002  
August 16, 2004  
May 21, 2007  
July 15, 2008  
May 18, 2010

## MIDDLE SCHOOL DIVISION

The focus of middle schools is to develop healthy, caring, and responsible students who will be academically skilled, intellectually serious, socially involved, and prepared for success at the high school level. Administrators and teachers will involve all students in high-standard curricula. Teachers will incorporate learning strategies that actively engage all students in exploration, discovery, hands-on learning, demonstration, and problem solving as a means to enhance student performance. In supporting the development of these adolescents, middle schools will form a partnership of students and their families, teachers, administrators, businesses, and community members to identify and coordinate resources that can improve student performance. This partnership will work to ensure a safe, caring climate that supports the unique social, emotional, physical, and moral development of early adolescents.

For specific information related to middle school academics, policies, and requirements, such as grading, promotion, retention, etc., please see the district's *Student Handbook*.

## MIDDLE SCHOOL SPECIAL PROGRAMS

### ACADEMIC AND PERFORMING ARTS COMPLEX (APAC)

The Academic and Performing Arts Complex (APAC) is open to students who are strong academic achievers and/or who show aptitude for one or more of the visual or performing arts. There is an application process held during the fall and winter of each year for entrance into these programs of study for the following school year.

#### ACADEMICS

The academic division is a challenging program of study in English/language arts, math, science, and social studies that accelerates students in order to prepare them for college coursework (Advanced Placement) in their final years of high school. APAC academic courses are offered for grades 4 and 5 at Power APAC Elementary; for grades 6 through 8 at Chastain, Powell, and Peebles Middle Schools; and for grades 9 through 12 at Murrah High School and at Forest Hill High School. Transportation is provided to all students admitted to the program.

#### VISUAL AND PERFORMING ARTS

APAC Visual and Performing Arts is a pre-professional arts program based on a rigorous written, sequential curriculum taught by artist-teachers. Artistically, our objective is to prepare students for the next level in the arts whether university, apprenticeship, or professional experience. Supported on the foundation of the National Standards for the Arts and the Mississippi Visual and Performing Arts Framework, our intent is to develop artistic talent over the course of our nine-year program so that twelfth grade students are prepared to audition successfully at the college level in the area of their chosen arts discipline. The visual and performing arts division offers comprehensive classes that include the performance and academic elements of dance (ballet, modern and jazz), music (piano, instrumental and vocal music), theatre arts (performance and technical) and visual arts (drawing, design, ceramics, sculpture, painting, printmaking and photography). Advanced Placement courses are offered in music and visual arts.

### INTERNATIONAL BACCALAUREATE (IB) PROGRAM

#### IB MIDDLE YEARS PROGRAM

The **International Baccalaureate Middle Years Program (IB – MYP)** is designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a program that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts. This program is offered in grades 6-8 at Northwest Middle School, and the MYP continues, grades 9-10, at Jim Hill High School.



## MIDDLE SCHOOL ACCELERATED COURSES

Middle school **accelerated courses** follow the general course curriculum for a particular grade level; however, accelerated courses require many more texts and passages to be read with an emphasis on breadth and depth, and writing to be produced with more complexity and sophistication. Students are expected to perform at an even more demanding level because of the accelerated nature of the course. Thoughtful discussion and critical analysis accompany all lessons and classrooms assignments. Students develop a sharpened sensitivity to the academic language used in accelerated courses.

### LANGUAGE ARTS

In language arts courses for grades 6-8, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. Each year, students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

#### LANGUAGE ARTS, GRADE 6

2 semesters; no unit credit

100600

#### LANGUAGE ARTS, GRADE 6 ACCELERATED

2 semesters; no unit credit

100650

#### LANGUAGE ARTS, GRADE 7

2 semesters; no unit credit

100700

#### LANGUAGE ARTS, GRADE 7 ACCELERATED

2 semesters; no unit credit

100750

#### LANGUAGE ARTS, GRADE 8

2 semesters; no unit credit

100800

#### LANGUAGE ARTS, GRADE 8 ACCELERATED

2 semesters; no unit credit

100850

### MATHEMATICS

#### MATHEMATICS, GRADE 6

2 semesters; no unit credit

200610

Rational number computations are more fully developed. Solving algebraic equations in multiple ways (such as guess-and-check, tables, inspection, and algebraic manipulations) is part of the course of study as students move toward the middle grades where there is a stronger focus on algebraic topics. Using function tables and graphing supports the algebraic development. Rigid (translations, reflections and rotations) and non-rigid (dilations) motions are used in problem-solving situations and in making generalizations. Application problems using area and perimeter of regular and irregular shapes are part of the measurement strand, while volume is introduced. Data analysis includes box-and-whisker plots along with other graphical representations. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. Physical materials should continue to be part of the development of mathematical understanding.

#### MATHEMATICS, GRADE 7

2 semesters; no unit credit

200710

Seventh grade mathematics supports the more sophisticated computations that students can do with rational numbers and introduces exponents. Algebraic topics and the formation of generalizations are major foci as this course is preparing students for Pre-Algebra.



Given the work with rational numbers, students explore probability ideas. Transformations are now carried out on the coordinate plane. Technology should be a component of the instruction. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. Physical materials should continue to be part of the development of mathematical understanding.

### **PRE-ALGEBRA, GRADE 6**

2 semesters; no unit credit

210600

The Pre-Algebra mathematics framework serves as a bridge between lower-grades' mathematics and Algebra. This course will build a foundation of algebraic concepts through the use of manipulatives and collaborative/cooperative learning. Concepts include real numbers, algebraic expressions, linear equations, polynomials, inequalities, geometry, ratios, proportions, percents, number theory, measurement, data analysis, statistics, and graphing. A variety of problem-solving techniques and technology will be used when applying these concepts, which will enable students to solve real-life application, routine word, and non-routine problems. Technology should be a component of the instruction. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. This course should provide a foundation for the development of justifications to support solutions and solution methods. Physical materials should continue to be part of the development of mathematical understanding. This course is designed to prepare students for Transition to Algebra or Algebra I.

### **ALGEBRA TRANSITION, GRADE 7**

2 semesters; no unit credit

210750

Algebra Transition is designed to give students an additional opportunity to develop foundational skills required to be successful in Algebra I. Students should enter Transition to Algebra with fluency in computing with rational numbers and an understanding of solving and interpreting linear equations and graphs. In Transition to Algebra, students continue the development of their understanding by making generalizations about the characteristics of graphs and their associated equations, expanding the techniques used to solve equations, and applying properties in real-world applications, routine word, and non-routine problems. Technology should be a component of the instruction. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. Physical materials should continue to be part of the development of mathematical understanding.

### **PRE-ALGEBRA, GRADE 8**

2 semesters; 1 unit credit

210811

The Pre-Algebra mathematics framework serves as a bridge between lower-grades' mathematics and Algebra. This course will build a foundation of algebraic concepts through the use of manipulatives and collaborative/cooperative learning. Concepts include real numbers, algebraic expressions, linear equations, polynomials, inequalities, geometry, ratios, proportions, percents, number theory, measurement, data analysis, statistics, and graphing. A variety of problem-solving techniques and technology will be used when applying these concepts, which will enable students to solve real-life application, routine word, and non-routine problems. Technology should be a component of the instruction. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. This course should provide a foundation for the development of justifications to support solutions and solution methods. Physical materials should continue to be part of the development of mathematical understanding. This course is designed to prepare students for Transition to Algebra or Algebra I.

### **\* ALGEBRA I, GRADE 8**

210801

2 semesters; 1 unit credit

The Algebra I course provides the minimum competencies required for students to be successful in higher-level math courses. Students should enter Algebra I with fluency in computing with all four operations using rational numbers and basic knowledge and understanding of how to use formulas to solve problems. Solving equations and graphing is extended to include linear and non-linear functions and relations and higher-degree equations.

\* Denotes subject area test required for high school graduation.

Concepts and computations with matrices are introduced. The analysis of graphs includes scatter plots. Written and oral justifications to support solution methods and solutions are required. Technology should be a component of the instruction. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. Physical materials should continue to be part of the development of mathematical understanding including area models for polynomial operations.

## SCIENCE

In middle school science courses, students explore and investigate properties and changes of properties of matter, motions and forces, energy transfer, structure and function in living systems, and the structure of the Earth system. Students explore the joint enterprises of science and technology and the interrelationships of these to each other in the context of society and the environment. The courses are designed to build connections that link technology and societal impacts to topics such as those discussed. Throughout the teaching process, inquiry, safety skills, the scientific method process, measuring, use of scientific equipment, current events, environmental, and hands-on activities should be emphasized.

### **INTEGRATED SCIENCE, GRADE 6**

2 semesters; no unit credit

300600

The sixth grade course builds on the *Kindergarten* through *Fifth* grade concepts and provides foundational skills and knowledge for students to learn core concepts, principles, and theories of science studied in high school courses. Sixth grade science is designed to investigate properties and changes of properties of matter, motions and forces, energy transfer, structure and function in living systems, and the structure of the Earth system. Throughout the teaching process, inquiry, safety skills, the scientific method process, measuring, use of scientific equipment, current events, and hands-on activities should be emphasized.

### **INTEGRATED SCIENCE, GRADE 6 ACCELERATED**

2 semesters; no unit credit

300650

### **INTEGRATED SCIENCE, GRADE 7**

2 semesters; no unit credit

300700

The sixth grade course builds on the *Kindergarten* through *Sixth* grade concepts and allows students to make concrete associations using the processes of science in solving problems, making decisions, and furthering understanding. Seventh grade topics include properties and changes of properties of matter, motions and forces, energy transfer, structure and function in living systems, and the structure of the Earth system. Throughout the teaching process, inquiry, safety skills, the scientific method process, measuring, use of scientific equipment, current events, environmental, and hands-on activities should be emphasized.

### **INTEGRATED SCIENCE, GRADE 7 ACCELERATED**

2 semesters; no unit credit

300750

### **INTEGRATED SCIENCE, GRADE 8**

2 semesters; no unit credit

300800

The eighth grade course builds on the *Kindergarten* through *Seventh* grade concepts and explores the joint enterprises of science and technology and the interrelationships of these to each other in the context of society and the environment. Eighth grade science is designed to build connections that link technology and societal impacts to topics such as properties and changes of properties of matter, motions and forces, energy transfer, structure and function in living systems, and the structure of the Earth system. Throughout the teaching process, inquiry, safety skills, the scientific method process, measuring, use of scientific equipment, current events, environmental, and hands-on activities should be emphasized.

### **INTEGRATED SCIENCE, GRADE 8 ACCELERATED**

2 semesters; no unit credit

300850

# SOCIAL STUDIES

## **WORLD GEOGRAPHY AND CITIZENSHIP, GRADE 6**

2 semesters; no unit credit

411600

With geography as a framework, the sixth grade course of study examines the basics of civic engagement. The course provides a foundation for understanding global affairs and hemispheric concerns including current situations. The course examines the differing physical landscapes of the Western Hemisphere and teaches interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. Course content is organized into five strands: Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.

## **WORLD HISTORY FROM PRE-HISTORIC ERA TO THE AGE OF ENLIGHTENMENT, GRADE 7**

2 semesters; no unit credit

411700

With geography as a framework, the seventh grade course of study focuses on world history from prehistoric times to the 18th Century. The content traces the evolution of civilizations from clans, to kingdoms, to empires and individual nations/states, thus laying a foundation for understanding global affairs. The course is organized around five strands and infused with the skills of understanding change over time, exploring and analyzing primary and secondary sources, making arguments based on evidence, and interpreting physical and political maps and globes.

## **U.S. HISTORY TO 1877, GRADE 8**

2 semesters; no unit credit

410800

The eighth grade course of study focuses on the historical development of the United States from Pre-Columbian time through Reconstruction. Examining the events involving Native Americans and various European settlers, students will understand origins of political ideas which led to the development of our democratic society. Students will discover how conflicts over political and economic ideologies marked the course of United States history through the Reconstruction period. The strands of civics, history, geography, and economics are emphasized throughout the course).

# ELECTIVES

## **OPEN DOORS – GIFTED EDUCATION PROGRAM**

Gifted education courses provide instruction in creativity, thinking skills, research, creative problem solving, communication, leadership, group dynamics, and self-knowledge in order to increase students' skill and capacity for autonomous learning, metacognition, and self-understanding. Students enrolled in the district's gifted education program, or Open Doors program, have met intellectually gifted criteria set by the state of Mississippi. Please contact the Open Doors office by phone at 601.960.8310 for additional information.

## **GIFTED, GRADE 6**

2 semesters; no unit credit

540600

## **COMPENSATORY EDUCATION**

Compensatory courses are designed as intervention courses to support core courses. For example, compensatory courses are utilized as companion courses to “double dose” with other core courses such as Algebra I. Only students who have been identified as needing additional support and/or academic interventions should be placed in compensatory courses. Placement is based on a review of data, including but not limited to, placements tests, diagnostic assessments, MCT2 and SATP data. Students must be placed based on the specific support needed and the intensity of the support needed as identified through the Response to Intervention (RtI) Process, formally known as the Tiered Intervention Process. Students who have been identified through the District Teacher Support Team Process (DTST) must be placed in a compensatory course(s) based on recommendations from the District Teacher Support Team (DTST).

## **COMPENSATORY READING**

### **COMPENSATORY READING, GRADE 6**

1 semester; no unit credit

110604

2 semesters; no unit credit	110600
<b>COMPENSATORY READING, GRADE 7</b>	
1 semester; no unit credit	110704
2 semesters; no unit credit	110700

<b>COMPENSATORY READING, GRADE 8</b>	
1 semester; no unit credit	110804
2 semesters; no unit credit	110800

### COMPENSATORY WRITING

<b>COMPENSATORY WRITING, GRADE 6</b>	
1 semester; no unit credit	170604
2 semesters; no unit credit	170600

<b>COMPENSATORY WRITING, GRADE 7</b>	
1 semester; no unit credit	170704
2 semesters; no unit credit	170700

<b>COMPENSATORY WRITING, GRADE 8</b>	
1 semester; no unit credit	170804
2 semesters; no unit credit	170800

### COMPENSATORY MATHEMATICS

<b>COMPENSATORY MATHEMATICS, GRADE 6</b>	
1 semester; no unit credit	200604
2 semesters; no unit credit	200600

<b>COMPENSATORY MATHEMATICS, GRADE 7</b>	
1 semester; no unit credit	200704
2 semesters; no unit credit	200700

<b>COMPENSATORY MATHEMATICS, GRADE 8</b>	
1 semester; no unit credit	200804
2 semesters; no unit credit	200800

### LEARNING STRATEGIES AND STUDY SKILLS

<b>LEARNING STRATEGIES, GRADE 6</b>	
2 semesters; no unit credit	000610

<b>LEARNING STRATEGIES, GRADE 7</b>	
1 semester; no unit credit	000714
2 semesters; no unit credit	000710

<b>LEARNING STRATEGIES, GRADE 8</b>	
1 semester; no unit credit	000814
2 semesters; no unit credit	000810

<b>STUDY SKILLS, GRADE 6</b>	
2 semesters; no unit credit	000660

<b>STUDY SKILLS, GRADE 7</b>	
1 semester; no unit credit	000764
2 semesters; no unit credit	000760

**STUDY SKILLS, GRADE 8**

1 semester; no unit credit	000864
2 semesters; no unit credit	000860

**ENGLISH AS A SECOND LANGUAGE (ESL)**

The primary aim of the ESL course in middle school is to enable students considered English language learners (ELLs) to develop communicative control of spoken and written English so that they may successfully meet high school grade-promotion and graduation requirements. Instruction covers the areas of reading, writing, listening, speaking, comprehension, grammar, and vocabulary. Middle school ESL courses are offered at Chastain and Whitten middle schools.

**ENGLISH AS A SECOND LANGUAGE, GRADES 6-8**

2 semesters; no unit credit	851300
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**FOREIGN LANGUAGE**

The foreign language program of study is designed to improve students' knowledge of world languages other than English. The courses are designed to ensure linguistic proficiency, cultural appreciation, and the ability to function successfully in a global setting. More specifically, students will be encouraged to understand and be understood in the language(s), to communicate in a culturally-appropriate manner, and to demonstrate cultural awareness and sensitivity. The district recommends that students should have at least a "B" average in language arts to enroll in a foreign language course in middle school. One (1) Carnegie unit will be awarded for first-year foreign language taken in the eighth grade and will be accepted for admission to Mississippi public colleges and universities.

**FOREIGN LANGUAGE INTRODUCTION, GRADE 6**

2 semesters; no unit credit	800600
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**FOREIGN LANGUAGE INTRODUCTION, GRADE 7**

1 semester; no unit credit	800704
2 semesters; no unit credit	800700

**FRENCH, GRADE 6**

1 semester; no unit credit	820604
2 semesters; no unit credit	820600

**FRENCH, GRADE 7**

1 semester; no unit credit	820704
2 semesters; no unit credit	820700

**FRENCH I, GRADE 8**

2 semesters; 1 unit credit	820801
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**SPANISH, GRADE 6**

1 semester; no unit credit	810604
2 semesters; no unit credit	810600

**SPANISH, GRADE 7**

1 semester; no unit credit	810704
2 semesters; no unit credit	810700

**SPANISH I, GRADE 8**

2 semesters; 1 unit credit	810801
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## CAREER AND TECHNICAL EDUCATION

### INFORMATION AND COMMUNICATION TECHNOLOGIES I (ICT I) GRADE 7

2 semesters; no unit credit

731700

Information and Communication Technologies I introduces seventh grade students to career opportunities and the skills needed for various career paths. An experimental, hands-on approach is used to make learning more fun for students. The course is designed to provide a variety of experiences and activities that promote self-awareness, career exploration, and educational planning related to students' future educational and occupational plans.

### INFORMATION AND COMMUNICATION TECHNOLOGIES II (ICT II) GRADE 8

2 semesters; 1 unit credit

731800

Information and Communication Technologies II exposes eighth grade students to a multimedia environment and fundamental computer skills. Using an innovative multimedia environment to make subject matter come alive, this course is designed to provide fundamental skills in operation of microcomputers, including an introduction to computers, keyboarding skills, operating systems using Windows, and file management skills. Real-world applications in word processing, graphics, databases, telecommunications, spreadsheets, and desktop publishing make the course exciting, relevant, and challenging. One (1) Carnegie unit will be awarded for successful completion of this course.

## ORAL COMMUNICATION

Oral Communication for middle school is a non-credit elective course that builds important communication skills that will enhance all aspects of the individual's life. This course includes instruction in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the individual to think logically, clearly, and creatively. It also contributes to the student's understanding of himself and his management of relationships. The oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

### ORAL COMMUNICATION, GRADE 6

1 semester; no unit credit

130604

2 semesters; no unit credit

130600

### ORAL COMMUNICATION, GRADE 7

1 semester; no unit credit

130704

2 semesters; no unit credit

130700

### ORAL COMMUNICATION, GRADE 8

1 semester; no unit credit

130804

2 semesters; no unit credit

130800

## WRITTEN COMMUNICATION

This course is designed to be taken in addition to the English class. The course provides extra experience in writing a variety of kinds of writing for various audiences and purposes. Some kinds of writing include poetry, tall tales, fairy tales, explanations, stories, descriptions, captions, bumper stickers, dialogues, lab reports, learning logs, letters, narratives of personal experiences, newscasts and news articles, reports, summaries, and self-evaluations. Different purposes for writing include recording observations; justifying actions or decisions; giving directions; describing procedures; persuading others to an action or opinion; informing others; analyzing events, people, art, movies, or literature; expressing feelings; describing people, places, or things; making predictions; interpreting visual material; clarifying thinking; and reflecting on problem-solving processes.

### WRITTEN COMMUNICATION, GRADE 7

1 semester; no unit credit

170714

2 semesters; no unit credit

170710

**WRITTEN COMMUNICATION, GRADE 8**

1 semester; no unit credit	170814
2 semesters; no unit credit	170810

**PHYSICAL EDUCATION/COMPREHENSIVE HEALTH**

All grade levels stress fitness and its potential relationship to current and future wellness of students. A fitness test is given twice per year to each student. Each school district is encouraged to use instructional strategies appropriate for its facilities, equipment, and faculty expertise. Physical Education in grades six through eight is dedicated to developing competency in many movement forms and their relation to fitness. The focus is to apply previously introduced skills and to acquire knowledge necessary for participation. The instruction at each level focuses on basic skills, lead-up games and knowledge for competency in each activity.

As with all disciplines, Comprehensive Health includes a range of educational experiences. It is taught in a way that students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health. In order to be health literate, students are encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They are encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They learn to use interpersonal and social skills in relationships to learn about others and from others. The interdisciplinary nature of health contributes to the feasibility of infusing health content and skills across disciplines.

**PHYSICAL EDUCATION/HEALTH, GRADE 6**

1 semester; no unit credit	500604
2 semesters; no unit credit	500600

**PHYSICAL EDUCATION/HEALTH, GRADE 7**

1 semester; no unit credit	500704
2 semesters; no unit credit	500700

**PHYSICAL EDUCATION/HEALTH, GRADE 8**

1 semester; no unit credit	500804
2 semesters; no unit credit	500800

**VISUAL AND PERFORMING ARTS**

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place. Through visual arts, dance, drama, and music, students will learn to communicate ideas and feelings by creating and performing works of art; respond to, describe, analyze, interpret, and evaluate the complex characteristics of works of art; understand the roles and functions of artists and works of art in cultures, times, and places; perceive, understand, and appreciate the diverse meanings and values of art; as well as make valid connections among the content of the arts, other subject areas, and everyday life.

**ART****ART, GRADE 6**

1 semester; no unit credit	610604
2 semesters; no unit credit	610600

**ART, GRADE 7**

1 semester; no unit credit	610704
2 semesters; no unit credit	610700

**ART, GRADE 8**

1 semester; no unit credit	610804
2 semesters; no unit credit	610800

**DANCE**

Dance, the art of human movement, is a perfect educational model for learning to be perceptive and expressing thoughts, sensations, feelings and ideas, all essential for the development of communication and a construct for learning the creative process. Students studying dance learn an awareness that guides the logical sensory execution of movement. This program includes classical ballet, modern dance, and jazz techniques. Studies encompassed within each discipline are technique, fundamental movement, composition, and performance.

**DANCE, GRADE 6**

1 semester; no unit credit	620600
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**DANCE PERFORMING, GRADE 7**

1 semester; no unit credit	620704
2 semesters; no unit credit	620700

**DANCE PERFORMING, GRADE 8**

2 semesters; no unit credit	620800
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**DRAMA**

Drama courses are designed to stimulate and develop unique intellectual and creative abilities of each student through learning and practicing basic theatre arts/drama concepts. Through an applied emphasis in these courses, students will gain greater knowledge of self and others and will begin to develop an appreciation of drama as an art form.

**DRAMA, GRADE 6**

1 semester; no unit credit	630604
2 semesters; no unit credit	630600

**DRAMA, GRADE 7**

1 semester; no unit credit	630704
2 semesters; no unit credit	630700

**DRAMA, GRADE 8**

1 semester; no unit credit	630804
2 semesters; no unit credit	630800

**MUSIC**

The goal of this program of study is to continue sequential music instruction that leads to music literacy, educated music consumers, and lifelong learning in music. With that goal in mind, during the middle school years, students are expected to increase skills in performing, creating, and responding to music.

**BAND, GRADE 6**

2 semesters; no unit credit	650600
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**BAND, GRADE 7**

1 semester; no unit credit	650704
2 semesters; no unit credit	650700

**BAND, GRADE 8**

2 semesters; no unit credit	650800
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<b>STRING ORCHESTRA, GRADE 6</b> 2 semesters; no unit credit	660600
<b>STRING ORCHESTRA, GRADE 7</b> 1 semester; no unit credit 2 semesters; no unit credit	660704 660700
<b>STRING ORCHESTRA, GRADE 8</b> 2 semesters; no unit credit	660800
<b>CHORAL MUSIC, GRADE 6</b> 1 semester; no unit credit 2 semesters; no unit credit	670604 670600
<b>CHORAL MUSIC, GRADE 7</b> 1 semester; no unit credit 2 semesters; no unit credit	670704 670700
<b>CHORAL MUSIC, GRADE 8</b> 1 semester; no unit credit 2 semesters; no unit credit	670804 670800
<b>MUSIC PERFORMING CHOIR, GRADE 7</b> 2 semesters; no unit credit	670710
<b>MUSIC PERFORMING CHOIR, GRADE 8</b> 2 semesters; no unit credit	670810

## EXPLORATORY COURSES

<b>CAREER EXPLORATION, GRADE 6</b> 2 semesters; no unit credit	050600
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This course is designed to allow students to become more aware of diverse job possibilities in the world of work. Students will become aware of their specific abilities, interests, and needs and how these relate to their future work/career goals.

<b>COMPUTER EDUCATION, GRADE 6</b> 2 semesters; no unit credit	910600
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This course is a broad introduction to the use of computers as tools for creativity, communications and organizing information.

<b>EXPLORATORY, GRADE 6</b> Rotation; no unit credit	000600
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The sixth grade exploratory course rotation is designed to provide students with an introduction to various course offerings. It is designed to assist students and parents with making informed curriculum decisions for future elective choices. Students and parents who want to know more about the exploratory course rotation should speak to the school's counselor or principal.

# EXCEPTIONAL EDUCATION

## **FINE MOTOR SKILLS, GRADE 6**

2 semesters; no unit credit

000680

## **FINE MOTOR SKILLS, GRADE 7**

2 semesters; no unit credit

000780

## **FINE MOTOR SKILLS, GRADE 8**

2 semesters; no unit credit

000880

The Fine Motor Skills course of study is designed for the student who experiences neurological disabilities that encompass a wide range of conditions that affect the brain, the spinal cord, the peripheral nerves that connect the spinal cord to the skin and muscles of the body. This curriculum area targets the skills required to surmount the unique and multiple impacts of brain injury on functioning in academic and nonacademic areas. Specialized techniques for working with students to increase their fine motor skills are addressed in this course on an individual basis.

## **INCLUSION EX, GRADE 6, 7, 8**

2 semesters; no unit credit

004180

Exceptional Education students enrolled in the Inclusion EX course receive instruction in regular education classes. An assigned exceptional education teacher collaborates with the regular education teachers, provides instructional support (tutorial services), or provides instruction to the exceptional education students in the regular education classes in order for the student to meet course requirements.

## **MONITORED/CONSULTATIVE SERVICES, GRADE 6, 7, 8**

2 semesters; no unit credit

004280

Exceptional Education students enrolled in the Monitored/Consultative EX course receive all instruction from regular education teachers. The students must have a current Individual Education Plan (IEP) with appropriate accommodations/modifications to be used by the regular education teachers.

## **GROSS MOTOR SKILLS, GRADE 6**

2 semesters; no unit credit

005680

## **GROSS MOTOR SKILLS, GRADE 7**

2 semesters; no unit credit

005780

## **GROSS MOTOR SKILLS, GRADE 8**

2 semesters; no unit credit

005880

The Gross Motor Skills course of study is designed for the student who experiences neurological disabilities that encompass a wide range of conditions that affect the brain, the spinal cord, the peripheral nerves that connect the spinal cord to the skin and muscles of the body. This curriculum area targets the skills required to surmount the unique and multiple impacts of brain injury on functioning in academic and nonacademic areas. Specialized techniques for working with students to increase their gross motor skills will be addressed in this course on an individual basis.

## **COMMUNICATION SKILLS, GRADE 6**

2 semesters; no unit credit

006680

## **COMMUNICATION SKILLS, GRADE 7**

2 semesters; no unit credit

006780

## **COMMUNICATION SKILLS, GRADE 8**

2 semesters; no unit credit

006880

The Communication Skills course of study is designed to facilitate the receptive and expressive language needs of the student with limited speech or non-verbal communication. The goal is to assist the student in exerting some control over his or her environment by making his or her needs, desires, dislikes and confusions clear. This course of study may include an augmentative or alternative means of communication designed to meet the specific needs of the individual student.

<b>COMMUNITY, GRADE 6</b>		
2 semesters; no unit credit		010680
<b>COMMUNITY, GRADE 7</b>		
2 semesters; no unit credit		010780
<b>COMMUNITY, GRADE 8</b>		
2 semesters; no unit credit		010880
The Community Curricular Domain includes the acquisition of skills needed to access all community resources including people, places, and activities. Skills needed to access community environments utilized by the student and his/her family are emphasized. Instruction will also occur in those community environments.		
<b>DAILY LIVING SKILLS, GRADE 6</b>		
2 semesters; no unit credit		020680
<b>DAILY LIVING SKILLS, GRADE 7</b>		
2 semesters; no unit credit		020780
<b>DAILY LIVING SKILLS, GRADE 8</b>		
2 semesters; no unit credit		020880
The Daily Living Skills Curricular Domain includes the acquisition of skills needed for managing personal finances and a household, caring for personal needs, and instruction in planning meals. This domain also teaches the student the skills needed to become contributing members of the community. The skills needed in the student's current and future home environments are emphasized.		
<b>PERSONAL/SOCIAL, GRADE 6</b>		
2 semesters; no unit credit		030680
<b>PERSONAL/SOCIAL, GRADE 7</b>		
2 semesters; no unit credit		030780
<b>PERSONAL/SOCIAL, GRADE 8</b>		
2 semesters; no unit credit		030880
The Personal/Social Skills Curricular Domain includes the acquisition of skills involving independence, self-confidence, improved communication, socially acceptable behavior, maintaining friendships and other interpersonal relationships. These critical skills allow students to adjust satisfactorily in the community.		
<b>RECREATION AND LEISURE SKILLS EX, GRADE 6</b>		
2 semesters; no unit credit		032680
<b>RECREATION AND LEISURE SKILLS EX, GRADE 7</b>		
2 semesters; no unit credit		032780
<b>RECREATION AND LEISURE SKILLS EX, GRADE 8</b>		
2 semesters; no unit credit		032880
The Recreation and Leisure Skills Course of study emphasizes the utilization of recreational facilities and the engagement in leisure time activities. The focus of this course will be the demonstration of knowledge of available community resources, the process of choosing and planning activities, the demonstration of knowledge in the value of recreation as well as participation in group and individual activities.		
<b>OCCUPATIONAL GUIDANCE AND PREPARATION, GRADE 6</b>		
2 semesters; no unit credit		040680
<b>OCCUPATIONAL GUIDANCE AND PREPARATION, GRADE 7</b>		
2 semesters; no unit credit		040780
<b>OCCUPATIONAL GUIDANCE AND PREPARATION, GRADE 8</b>		

2 semesters; no unit credit

040880

The Occupational Guidance and Preparation Curricular Domain emphasizes the skills necessary for achieving successful outcomes in occupational awareness activities, work evaluation, vocational education, job training, placement, and follow-up. The aim is to ensure that all students have a planned job-training program and that educational experiences are related to the occupational goal. On-the-job work experience is the crucial element of this component. Workplace mentoring, instruction in workplace skills and expectations, and work-study programs are other elements of workplace learning.

**VOCATIONAL SKILLS EX, GRADE 7**

2 semesters; no unit credit

044780

**VOCATIONAL SKILLS EX, GRADE 8**

2 semesters; no unit credit

044880

The Vocational Skills Course of study is designed to provide the student with varied work experiences in the community as well as to stimulate working environments in the school setting so that appropriate work behaviors can be learned. This course will prepare the student for work, following rules and policies in the work place and demonstrate appropriate interpersonal skills in the workplace. The student will learn strategies to secure employment and know what resources are available to help when assistance is needed. The student will also become aware of specific abilities, interests, and needs and how these relate to future life work.

**FUNCTIONAL READING EX, GRADE 6**

2 semesters; no unit credit

112680

**FUNCTIONAL READING EX, GRADE 7**

2 semesters; no unit credit

112780

**FUNCTIONAL READING EX, GRADE 8**

2 semesters; no unit credit

112880

The Functional Reading Course of study is designed to meet the individual literacy needs of the moderate to severely disabled student that facilitates independence in functional life activities. Multi-sensory programming will be utilized to teach every day words to the student using short steps and multiple repetitions. The student will be given the opportunity to read common words seen every day, such as functional signs in the school environment as well as in the community. The student will also learn meaningful words in a variety of every day settings such as shopping, working and dining out.

**FUNCTIONAL WRITING EX, GRADE 6**

2 semesters; no unit credit

170680

**FUNCTIONAL WRITING EX, GRADE 7**

2 semesters; no unit credit

170780

**FUNCTIONAL WRITING EX, GRADE 8**

2 semesters; no unit credit

170880

The Functional Writing Course of study is designed to meet the individual writing needs of the moderate to severely disabled student that facilitates independence in functional life activities. Multi-sensory programming will be utilized to teach everyday words to the student using short steps and multiple repetitions. Using assistive technology the student will be given the opportunity to develop writing skills to create lists, retell stories, write a description of language experiences, and write poems and letters for self-expression.

**FUNCTIONAL MATH EX, GRADE 6**

2 semesters; no unit credit

203680

**FUNCTIONAL MATH EX, GRADE 7**

2 semesters; no unit credit

203780

**FUNCTIONAL MATH EX, GRADE 8**

2 semesters; no unit credit

203880

The Functional Math Course of study is designed to meet the individual functional math needs of the moderate to severely disabled student.

Multi-sensory programming will be utilized to teach everyday math concepts to the student using short steps and multiple repetitions. The student will be given the opportunity to count numbers, identify and count money and make change, as well as identify time to the hour and half hour, according to each student's individual needs. The student will also be given the opportunity to manage personal finances and make responsible expenditure choices.

## ELECTIVES

### LEARNING STRATEGIES TUTORIAL, GRADE 6

2 semesters; no unit credit

080680

### LEARNING STRATEGIES TUTORIAL, GRADE 7

2 semesters; no unit credit

080780

### LEARNING STRATEGIES TUTORIAL, GRADE 8

2 semesters; no unit credit

080880

The elective courses vary by school in accordance with each student's Individual Education Plan (IEP). Please see your guidance counselor for the specific offerings at your school.

## LANGUAGE ARTS AND READING—EXCEPTIONAL EDUCATION

In language arts courses for grades 6-8, students study and develop communication skills, reading skills, spelling, vocabulary, capitalization, punctuation, dictionary skills, parts of speech, and sentence structure. As students progress from one grade level to the next, an in-depth review of skills will be included, as well as an increased emphasis on the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will read age- and grade-appropriate materials.

### LANGUAGE ARTS, GRADE 6

2 semesters; no unit credit

100680

### LANGUAGE ARTS, GRADE 7

2 semesters; no unit credit

100780

### LANGUAGE ARTS, GRADE 8

2 semesters; no unit credit

100880

### READING, GRADE 6

2 semesters; no unit credit

110680

### READING, GRADE 7

2 semesters; no unit credit

110780

### READING, GRADE 8

2 semesters; no unit credit

110880

## MATHEMATICS—EXCEPTIONAL EDUCATION

In mathematics courses for grades 6-8, students study conceptual development of rational and whole numbers. Benchmark numbers are emphasized with regard to decimals and fractions. The instructional emphases are on mathematical language development with writing and talking about mathematics, multiple representations, and routine and non-routine problem solving. Mathematics instruction should include manipulatives, cooperative and collaborative learning experiences, and justifications, proofs or arguments to support reasoning. In addition, students will develop a knowledge of banking and financial problem solving such as buying on installment, borrowing and saving money, buying insurance, and reporting taxes.

**MATHEMATICS, GRADE 6**

2 semesters; no unit credit

200680

**MATHEMATICS, GRADE 7**

2 semesters; no unit credit

200780

**MATHEMATICS, GRADE 8**

2 semesters; no unit credit

200880

**SCIENCE- EXCEPTIONAL EDUCATION**

In science courses for grades 6-8, students study general science, health and safety skills for daily living. Courses include the study of plants, animals, the weather, personal health care and hygiene, physical development, and drug awareness. Courses will also include a study of simple machines and basic earth and space science.

**INTEGRATED SCIENCE, GRADE 6**

2 semesters; no unit credit

300680

**INTEGRATED SCIENCE, GRADE 7**

2 Semesters; No Unit Credit

300780

**INTEGRATED SCIENCE, GRADE 8**

2 semesters; no unit credit

300880

**SOCIAL STUDIES–EXCEPTIONAL EDUCATION**

In social studies courses for grades 6-8, students study people of the United States and the foundation of the American democratic society. Students will examine early settlements, the development of early colonization by various groups and the impact of those groups on the forming of our democratic nation. The course will develop citizenship education through the study of ideals, principles, and practices of citizenship in a democratic society, and students' roles and responsibilities within their families and surroundings. Community services and resources are reviewed, as well as available jobs and opportunities within the community. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, and charts.

**SOCIAL STUDIES, GRADE 6**

2 semesters; no unit credit

400680

**SOCIAL STUDIES, GRADE 7**

2 semesters; no unit credit

400780

**SOCIAL STUDIES, GRADE 8**

2 semesters; no unit credit

400880

**APAC ACADEMICS MIDDLE SCHOOL****APAC LANGUAGE ARTS**

In APAC Language Arts courses for grades 6-8, students actively engage in the integrated language strands of reading, writing, speaking, and listening. Students work on skills, textbooks and materials that are a grade level ahead of the on-level curriculum, including reading multiple novels and writing frequently. Emphasis is placed on using Standard English in speaking and writing, and on critical analysis of literature across the genres.

**LANGUAGE ARTS, GRADE 6 APAC**

2 semesters; no unit credit

100690

**LANGUAGE ARTS, GRADE 7 APAC**

2 semesters; no unit credit

100790

**LANGUAGE ARTS, GRADE 8 APAC**

2 semesters; no unit credit

100890

**APAC MATH**

In APAC Math courses for grades 6-7, students study all objectives identified for their grade level along with matching, extended objectives from Pre-Algebra and Transition to Algebra, so that they are prepared for Algebra I by grade 8. Students use skills, textbooks and materials that are ahead of the on-level curriculum. Emphasis is placed on problem solving from daily life and on building a strong foundation of basic computational skills that will be used throughout higher level math courses.

**MATH, GRADE 6 APAC**

2 semesters; no unit credit

210690

**MATH, GRADE 7 APAC**

2 semesters; no unit credit

210790

**ALGEBRA I, GRADE 8 APAC**

2 semesters; 1 unit credit

210891

**APAC SCIENCE**

In APAC Science courses for grades 6-8, students actively engage in the integrated science strands of earth, physical and life sciences. Students work on skills, textbooks and materials that are a grade level ahead of the on-level curriculum, including reading additional texts and completing a science project each year. Emphasis is placed on building a foundation of strong content knowledge, along with scientific inquiry and critical thinking.

**SCIENCE, GRADE 6 APAC**

2 semesters; no unit credit

300690

**SCIENCE, GRADE 7 APAC**

2 semesters; no unit credit

300790

**SCIENCE, GRADE 8 APAC**

2 semesters; no unit credit

300890

**APAC SOCIAL STUDIES**

In APAC Social Studies courses for grades 6-8, students actively engage in the integrated social studies strands of geography, history, politics and economics. Students work on skills, textbooks and materials that are a grade level ahead of the on-level curriculum, including reading historical fiction and primary documents, and completing research projects. Emphasis is placed on building a foundation of strong content knowledge, along with critical analysis and application of knowledge to the current world.

**WORLD GEOGRAPHY AND CITIZENSHIP, GRADE 6 APAC**

2 semesters; no unit credit

411690

**WORLD HISTORY FROM PRE-HISTORIC ERA TO THE AGE OF ENLIGHTENMENT, GRADE 7 APAC**

2 semesters; no unit credit

411790

**U.S. HISTORY TO 1877, GRADE 8 APAC**

2 semesters; no unit credit

410890

# APAC PERFORMING & VISUAL ARTS

## VISUAL ARTS

All APAC visual arts classes include instruction in the following: drawing, design, painting, printmaking, sculpture, and photography. On the average, each grade level includes 80 contact hours per student in both drawing and design and 40 contact hours per student in each subject area of painting, printmaking, sculpture, and photography annually. All grade levels have equal access to instruction from the three full-time artists/instructors. Art history and art appreciation are taught within the context of each subject area. Visiting artists are a regular component of instruction on each grade level. APAC art courses are hands-on experiences, but reading and written analysis are required components in the curriculum.

### ART, GRADE 6 APAC

2 semesters; no unit credit

610690

### VISUAL ARTS, GRADE 6 APAC

2 semesters; no unit credit

610694

These courses will introduce the student to a wide range of media, techniques, and creative choices in drawing and design. Sculpture is presented as 3-dimensional design emphasizing surface and texture. Printmaking begins with an overview of all the main processes and focuses on relief printing and monotypes. The basics of photography (film, camera, and darkroom) are introduced. Light as color is the emphasis of media experiments in painting.

### ART, GRADE 7 APAC

2 semesters; no unit credit

Prerequisite: Visual Arts 6

610790

### VISUAL ARTS, GRADE 7 APAC

2 semesters; no unit credit

Prerequisite: Visual Arts 6

610794

Good craftsmanship and the study of nature are the focus of design and drawing in these courses. Observational drawing skills are emphasized. Transparent painting methods and the study of Old Master techniques in painting are included. The camera as a creative tool is the focus of photography. The four basic methods of modeling, carving, assemblage, and casting are introduced in sculpture. Intaglio techniques are the focus of printmaking.

### ART, GRADE 8 APAC

2 semesters; no unit credit

Prerequisite: Visual Arts 7

610890

### VISUAL ARTS, GRADE 8 APAC

2 semesters; no unit credit

Prerequisite: Visual Arts 7

610894

Linear perspective and the study of light are the focus of drawing in these courses. Design explores color theory. Painting also explores color and expression with an emphasis on creative problem solving. Texture and embossing are the focus of printmaking, while sculpture explores creative themes and abstraction. The darkroom, the negative, and the print are the focus of photography in this course.

## DANCE

The APAC dance program includes classical ballet, modern dance, and jazz techniques. Studies encompassed within each discipline are technique, fundamentals of movement, musicality, pointe, composition, and performance. Mastery of requirements on each level is prerequisite to advancement to the next level.

Intermediate level dancers are expected to be proficient at their level of expertise. Students are required to attend, critique, and participate in dance performances. Students attend class daily.

Course levels are as follows:

Level A Fundamentals of Movement - This level is structured to stimulate the body for efficient action by developing balance and general coordination. The scope of the student's movement will be enlarged by teaching preparatory techniques and methods.

Level B The emphasis of this level is to master proper placement within ballet, modern, and jazz techniques while developing an awareness of space and rhythm. Class structure advances as correct placement and alignment become increasingly important.



Level C The student builds on previous work by mastering the already known vocabulary and adding more advanced movements in each discipline of dance. Theory and beginning pointe work will be introduced based on the student's technical proficiency, physical form, and potential.

<b>DANCE, GRADE 6 APAC</b> 2 semesters; no unit credit	620690
<b>CLASSICAL BALLET, GRADE 6 APAC</b> 2 semesters; no unit credit	620694
<b>DANCE, GRADE 7 APAC</b> 2 semesters; no unit credit	620790
<b>CLASSICAL BALLET, GRADE 7 APAC</b> 2 semesters; no unit credit	620794
<b>DANCE, GRADE 8 APAC</b> 2 semesters; no unit credit	620890
<b>CLASSICAL BALLET, GRADE 8 APAC</b> 2 semester; no unit credit	620894

## THEATRE ARTS

The APAC Theatre Arts program in middle school is a highly specialized program in which a student is exposed to the diverse array of the world of theatre. This exposure includes dramatic literature, theory, history, technical components, and a variety of performance skills. The curriculum is designed to be taught in cycles. Each year encompasses Core Curriculum and Studio units which are taught to students on a rotating basis. Since APAC Theatre Arts welcomes new students every year, the only prerequisite for admission during any year of the cycle is scoring above the established cut-off score during the audition process. The Core Curriculum includes the following:

Cycle 1:	Background of the Theatre Play and Its Parts Tragedy Melodrama Comedy
Cycle 2:	Traditional Modes of Theatre Realism Theatricalism
Cycle 3:	The Director The Actor The Designer
Cycle 4:	Theatre Architecture The Audience Playwriting

Core Curriculum units are combined with Studio units so students gain specialized skills in performance and technical theatre.

<b>DRAMA, GRADE 6 APAC</b> 2 semesters; no unit credit	630690
<b>MUSICAL PERFORMANCE DRAMA, GRADE 6 APAC</b> 2 semesters; no unit credit	630694
<b>DRAMA, GRADE 7 APAC</b> 2 semesters; no unit credit	630790
<b>MUSICAL PERFORMANCE DRAMA, GRADE 7 APAC</b> 2 semesters; no unit credit	630794

**DRAMA, GRADE 8 APAC**  
2 semesters; no unit credit 630890

**MUSICAL PERFORMANCE DRAMA, GRADE 7 APAC**  
2 semester; no unit credit 630894

## MUSIC

Students study scales, learn small group rehearsal techniques, begin to build a classical and jazz repertoire, work on performance techniques, and learn sight-reading and improvisation techniques. More advanced students are encouraged to take lead roles in our ensembles and to seek more solo opportunities. Acceptance and curriculum entry level are determined by audition.

**MUSIC INSTRUMENTAL, GRADE 6 APAC**  
2 semesters; no unit credit 650690

**MUSICAL PERFORMANCE INSTRUMENTAL, GRADE 6 APAC**  
2 semesters; no unit credit 650694

**MUSIC INSTRUMENTAL, GRADE 7 APAC**  
2 semesters; no unit credit 650790

**MUSICAL PERFORMANCE INSTRUMENTAL, GRADE 7 APAC**  
2 semesters; no unit credit 650794

**MUSIC INSTRUMENTAL, GRADE 8 APAC**  
2 semesters; no unit credit 650890

**MUSICAL PERFORMANCE INSTRUMENTAL, GRADE 8 APAC**  
2 semesters; no unit credit 650894

**PIANO, GRADE 6 APAC**  
2 semesters; no unit credit 660690

**MUSICAL PERFORMANCE PIANO, GRADE 6 APAC**  
2 semesters; no unit credit 660694

**PIANO, GRADE 7 APAC**  
2 semesters; no unit credit 660790

**MUSICAL PERFORMANCE PIANO, GRADE 7 APAC**  
2 semesters; no unit credit 660794

**PIANO, GRADE 8 APAC**  
2 semesters; no unit credit 660890

**MUSICAL PERFORMANCE PIANO, GRADE 8 APAC**  
2 semesters; no unit credit 660894

Placement of the student depends upon audition and grade-point average. The class meets daily. Emphasis is on developing and refining performance skills through building of technique and repertoire with frequent performances in a wide variety of settings. Classical music is stressed, with improvisation and jazz incorporated as well. Accompanying and ensemble collaborations are encouraged. Guest artists and masters classes are a regular feature of this course.

**CHORAL MUSIC, GRADE 6 APAC**  
2 semesters(s); no unit credit 670690

**MUSICAL PERFORMANCE CHORAL, GRADE 6 APAC**  
2 semesters(s); no unit credit 670694

**CHORAL MUSIC, GRADE 7 APAC**  
2 semesters(s); no unit credit 670790

**MUSICAL PERFORMANCE CHORAL, GRADE 7 APAC**  
2 semesters(s); no unit credit 670794

**CHORAL MUSIC, GRADE 8 APAC**  
2 semesters(s); no unit credit 670890

**MUSICAL PERFORMANCE CHORAL, GRADE 8 APAC**  
2 semesters(s); no unit credit 670894

Overall emphasis is placed on the development of tone production techniques. Students are introduced to music reading skills and sight-singing. Students receive training in both ensemble and solo singing. Basic vocal anatomy and stage presence are stressed. More advanced students receive additional training in diction by use of the International Phonetic Alphabet, and are encouraged to seek other solo opportunities. The development of ability to sing with correct diction in at least one language other than Language Arts is emphasized. Acceptance and placement level is determined by audition.

## IB MIDDLE YEARS PROGRAM

The **International Baccalaureate Middle Years Program (IB – MYP)** is designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a program that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts. This program is offered in grades 6-8 at Northwest Middle School, and the MYP continues, grades 9-10, at Jim Hill High School.

## LANGUAGE A – LANGUAGE ARTS / ENGLISH

Studying language A is essential for any student engaged in the Middle Years Program, as it provides an academic rigor with its own subject group and also crosses the boundaries of the traditional disciplines. The study of language A has a double role to play – as the basic tool of communication and as a vehicle to study various forms of expression – from fulfilling cultural and intercultural roles to deepening the student's understanding of human nature and value. The course will encourage reading for enjoyment, understanding and appreciation for one's own culture as well as others, and teach students how to use the English language with enjoyment as a vehicle for thought, creativity, learning, and self-expression, as well as how to develop a critical approach to literature.

**MYP Language Arts 6** 100670  
2 semesters; no unit credit

**MYP Language Arts 7** 100770  
2 semesters; no unit credit

**MYP Language Arts 8** 100870  
2 semesters; no unit credit

## LANGUAGE B – FOREIGN LANGUAGE

The primary aim of language B is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism. Learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject area, as well as giving the student the enjoyment of being able to communicate in a language other than their mother tongue. The study of language B aims to encourage in the student a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.

<b>MYP Foreign Language I</b> 2 semesters; no unit credit	800670
<b>MYP Foreign Language II</b> 2 semesters; no unit credit	800770
<b>MYP French I 8</b> 2 semesters; 1 unit credit	820571
<b>MYP Spanish I 8</b> 2 semesters; 1 unit credit	810571

*Note: One (1) Carnegie unit of credit will be awarded for successful completion of MYP French I or MYP Spanish I in the eighth grade; either foreign language course taken in the eighth grade will be accepted for admission to in-state colleges and universities.*

## HUMANITIES – SOCIAL STUDIES

The aim of humanities (social studies) is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. Humanities aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological, and cultural.

<b>MYP World Geography and Citizenship 6</b> 2 semesters; no unit credit	411670
<b>MYP World History from Pre-Historic Era to the Age of Enlightenment 7</b> 2 semesters; no unit credit	411670
<b>MYP U.S. History to 1877 8</b> 2 semesters; no unit credit	411770

## MATHEMATICS

Mathematics plays an essential role both within the school and society. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Moreover, understanding and being able to use mathematics with confidence is not only an advantage in school but also a skill for problem solving and decision-making in everyday life. IB mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

<b>MYP Pre-Algebra 6</b> 2 semesters; no unit credit	210670
<b>MYP Algebra Transitions 7</b> 2 semesters; no unit credit	210770
<b>*MYP Algebra I 8</b> 2 semesters; 1 unit credit	211871

*Note: One (1) Carnegie unit of credit will be awarded for successful completion of MYP Algebra I in the eighth grade. MYP Algebra I is of comparable rigor and content as the state's required course, Algebra I. \*Denotes subject area test required for high school graduation.*

## SCIENCES

In this rapidly changing world, education should prepare students for life in the twenty-first century. The course must be relevant to the interests of the students, providing them with opportunities to explore the role of science in historical and contemporary contexts. The science courses offered aim to help students appreciate the links between science and everyday life as well as the dynamic interactions between science and society.

<b>MYP Integrated Science 6</b> 2 semesters; no unit credit	300670
<b>MYP Integrated Science 7</b> 2 semesters; no unit credit	300770
<b>MYP Integrated Science 8</b> 2 semesters; no unit credit	300870

## ARTS AND ELECTIVES

The arts are a form of human expression through activity. They contribute to a school curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking, and creating are combined in a powerful form of visual, aural, and tactile affective communication. Through the arts, students working both cooperatively and individually have opportunities to research, identify, and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate artwork. This course encourages students to see the arts as a powerful medium for the exploration of the human condition, our society, and our world.

For available course listings, please see the Exploratory – Electives section of the *Secondary Curriculum Guide*.

## TECHNOLOGY

The technology subject group is essentially concerned with solving problems in an effort to stimulate students' ingenuity and to encourage them to combine intellectual talents and practical skills. Schools are granted flexibility in the choice of technology subjects, but each course provides a balance between three key areas: systems, information, and materials. In particular, students are encouraged to display ingenuity and creativity in devising practical solutions to given tasks. Students use the design cycle to investigate, design, plan, create, and evaluate. This subject area is valuable for reinforcing and integrating skills learned in other disciplines, especially in the presentation and handling of data and the processes involved in the design and manufacture of a product. At the same time, it fosters awareness of the social and ethical implications of technological development.

<b>MYP Computer Education 6</b> 2 semesters; no unit credit	910600
<b>MYP Information and Communication Technologies I 7</b> 2 semesters; no unit credit	731770
<b>MYP Information and Communication Technologies II 8</b> 2 semesters; 1 unit credit	731880

*Note: One (1) Carnegie unit of credit will be awarded for successful completion of MYP ICT II.*

## PHYSICAL EDUCATION/HEALTH

The aim of physical education is to facilitate physical, intellectual, emotional, and social development, as well as cultivate a healthy and active lifestyle for students. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and to learn about the nature of physical fitness. This subject area also serves to promote intercultural awareness, since physical education is a reflection of elements of history, culture and values. It also enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and team work.

<b>MYP Physical Education/Health I 6</b> 2 semesters; no unit credit	500670
<b>MYP Physical Education/Health II 7</b> 2 semesters; no unit credit	500770
<b>MYP Physical Education/Health III 8</b> 2 semesters; no unit credit	500870

## HIGH SCHOOL DIVISION

The focus of high schools is to develop healthy, caring, and responsible students who will be academically skilled, intellectually serious, socially involved, and prepared for success after high school graduation. It is the district's vision to graduate productive, caring citizens who are prepared to succeed in a global society. Administrators and teachers will involve all students in high-standard curricula. Teachers will incorporate learning strategies that actively engage all students in exploration, discovery, hands-on learning, demonstration, and problem solving as means to enhance student performance. In supporting the development of high school students, high schools will form a partnership of students and their families, teachers, administrators, businesses, and community members to identify and coordinate resources that can improve student performance. This partnership will work to ensure a safe, caring climate that supports the unique social, emotional, physical, and moral development of adolescents.

For specific information related to high school academics, policies, and requirements, such as grading, promotion, retention, etc., please see the district's *Student Handbook*.

## HIGH SCHOOL SPECIAL PROGRAMS

### ACADEMIC AND PERFORMING ARTS COMPLEX (APAC)

The Academic and Performing Arts Complex (APAC) is open to students who are strong academic achievers and/or who show aptitude for one or more of the visual or performing arts. There is an application process held during the fall and winter of each year for entrance into these programs of study for the following school year.

#### Academics

The academic division is a challenging program of study in English/language arts, math, science, and social studies that accelerates students in order to prepare them for college coursework (Advanced Placement) in their final years of high school. APAC academic courses are offered for grades 4 and 5 at Power APAC Elementary; for grades 6 through 8 at Bailey Magnet Middle School; and for grades 9 through 12 at Murrah High School. Transportation is provided to all students admitted to the program.

## Visual and Performing Arts

APAC Visual and Performing Arts is a pre-professional arts program based on a rigorous written, sequential curriculum taught by artist-teachers. Artistically, our objective is to prepare students for the next level in the arts whether university, apprenticeship, or professional experience. Supported on the foundation of the National Standards for the Arts and the Mississippi Visual and Performing Arts Framework, our intent is to develop artistic talent over the course of our nine-year program so that twelfth grade students are prepared to audition successfully at the college level in the area of their chosen arts discipline. The visual and performing arts division offers comprehensive classes that include the performance and academic elements of dance (ballet, modern and jazz), music (piano, instrumental and vocal music), theatre arts (performance and technical) and visual arts (drawing, design, ceramics, sculpture, painting, printmaking and photography). Advanced Placement courses are offered in music and visual arts.

## ADVANCED PLACEMENT® (AP) COURSES

The Advanced Placement program was designed by the College Board to give high school students an opportunity to enroll in college level courses during their junior and senior years in high school or even earlier. The College Board is a non-profit membership organization with a mission to prepare, inspire, and connect students to college and opportunity. Because the Advanced Placement curriculum and exams are standardized nationwide, AP gives students an opportunity to complete coursework that is recognized by a majority of U.S. colleges and universities as a measure of a student's ability to handle the rigors of college work.

For entry into an AP course, a student **must** –

- a. Provide a letter of commitment signed by the student and his/her parents;
- b. Have a high degree of commitment to academic work demonstrated in previous courses; and
- c. Have passed the prerequisite/recommended core course(s) as well as passed the state's Subject Area Test(s).  
*Exception: SATP U.S. History is not offered until grade 11.*

JPS **strongly recommends** that in addition to the above-mentioned requirements, students should have –

- d. Demonstrated a history of achievement within the content area for which they plan to take an AP course by passing the recommended core course(s) with grade(s) no lower than a 90 in regular courses, as well as passing the state's Subject Area Test(s), scoring proficient or advanced for those core course(s).
- e. Performed well on the PSAT exam, administered during grade 10.

To remain in an AP course, students **must** meet the following minimum requirements:

- a. Maintain at least a "C" for each nine weeks term. If a student, parent, and teacher recognize that the level of difficulty of the AP course(s) is such that the student may not be successful, a course change should occur immediately. Please see *AP Schedule Change Guidelines*.
- b. Continuously demonstrate a high degree of ongoing commitment to rigorous, academic coursework.

## CAREER DEVELOPMENT CENTER (CDC)

High school juniors and seniors have an opportunity to get extensive training in vocational areas by enrolling in classes at the district's Career Development Center for Vocational Education. Programs are designed for students who plan immediate employment or further vocational study after graduation. Students can choose from among 21 subject areas including business technology, child care and guidance, diversified technology, distributive education, cosmetology, clothing management, electricity, drafting, food service occupations, sales and marketing, commercial design and printing, automobile body and fender repair, air conditioning and refrigeration, radio-television repair, health occupations, horticulture, auto specialist, and all-terrain vehicle and motorcycle mechanics. Programs at the center are studied for two years, with job seeking skills and work values instruction included as a part of the training. Second-year students get on-the-job training through an apprenticeship program. Students who successfully complete the two-year program are awarded a certificate of proficiency.

## CREDIT RECOVERY (CR) PROGRAM

The Credit Recovery Program is an opportunity for students to recover lost credits in Math, English, Science, Social Studies and Advanced Seminar. Through these sessions, students are able to accumulate credits toward graduation and to stay on track with their graduating class. Credit Recovery is a program that enables students who have failed a course the opportunity to recover the credit for the class. Credit Recovery opportunities will be offered at each JPS high school during the academic year and at designated summer school sites.

## DUAL ENROLLMENT- DUAL CREDIT

The dual enrollment – dual credit program allows high school students to simultaneously earn credit towards a high school diploma and a postsecondary degree or certificate. Dual enrollment eases students' transition from high school to college. Dual enrollment provides high school students with the opportunity to explore different fields before declaring a major, a rigorous course load on their transcripts, and college credits prior to entering college so they will be able to graduate from college early or on time. The dual enrollment – dual credit program is available at all JPS high schools.

## HEALTH RELATED PROFESSIONS (HRP) PROGRAM

Murrah High School offers the only Health-Related Professions high school program in the state. Students who participate in the health-related careers program at Bailey Magnet take a rigorously challenging curriculum that is science-oriented, complemented by advanced math and technology courses. In addition to the academic curriculum, numerous opportunities to select health-related career choices are provided to students through field trips, mentors from the medical fields, internships, and university partnerships.

## INTERNATIONAL BACCALAUREATE (IB) PROGRAM

The **International Baccalaureate Middle Years Program (IB – MYP)** is designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a program that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts. This program is offered in grades 6-8 at Northwest Middle School, and the MYP continues, grades 9-10, at Jim Hill High School.

The **International Baccalaureate Diploma Program (IB - DP)** is an internationally recognized program of studies available at Jim Hill High School to highly motivated 11th and 12th grade students. This program provides the rigor, the structure, and the experience necessary to challenge academically talented and motivated students. The IB – DP program comprises a holistic philosophy of learning that seeks to address the intellectual, philosophical, and social development of the student. The DP program is a two-year program of study across the disciplines. The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

## JUNIOR RESERVE OFFICERS TRAINING CORPS (JROTC) PROGRAM

The Junior Reserve Officers Training Corps (JROTC) provides students with academically stimulating experiences and promotes community involvement. JROTC fosters good citizenship, patriotism, self-reliance and communication skills. Students in the program are not obligated to enter any of the military services, although scholarships of up to four years are awarded annually to qualifying students seeking careers as commissioned officers after graduation. Students who complete at least three years of the program are eligible for advanced placement in the military after high school. JROTC courses include The Spirit of American Citizenship and Army JROTC, Techniques of Communication/Methods, Mathematics/Science Units, Cadet Challenge, History of U.S. Citizens, First Aid, Map Reading, Vietnam War, Hunter Safety, Drug Education, AIDS Awareness Education, and other instructional units.

## MISSISSIPPI VIRTUAL PUBLIC SCHOOL (MVPS)

Mississippi Virtual Public School (MVPS) is a web-based educational service offered by the Mississippi Department of Education to provide Mississippi students and educators with access to a wider range of course work, with more flexibility in scheduling, and with the opportunity to develop their capacities as independent learners. The Internet is revolutionizing access to information and transforming education. MVPS is a tool that is “bringing education to the fingertips of Mississippi students.” E-learning prepares the student to think for himself, to be original and creative, to solve problems and to interact with his surroundings in a collaborative way.



Enrollment in on-line courses must have prior approval granted by the school's counselor/site coordinator. In order to be successful in an on-line course, a student must have daily access to a reliable computer with high-speed Internet access and a printer. Each school site will provide access to the required technology whenever possible, but it is strongly suggested that you also have access at home. Most local public libraries offer limited access in increments of thirty minutes and charge a small fee for printing. MVPS course offerings are subject to change based on teacher availability, number of students enrolled, and/or number of requests for course(s). Please contact your school's counselor/site coordinator for a current list of courses offered or visit the MVPS website located at <http://www.mvps.mde.k12.ms.us>.

## WEIGHTED COURSE GRADES

Course grades for AP® and IB receive more weight than regular course grades. In calculating high school GPAs, a “B” in an AP or IB course is counted as an “A,” a “C” is counted as a “B,” etc.

Letter Grade	Score	Quality Points		
		On-Level	Accelerated	APAC, AP ® And IB
A	100 - 90	4.0	4.5	5.0
B	89-80	3.0	3.5	4.0
C	79-70	2.0	2.5	3.0
D	69-60	1.0	1.5	2.0
F	59 and below	0.0	0.0	0.0

*Note: Students withdrawing from AP course or the IB program or any IB course must enroll in the required on-level academic courses for JPS graduation; these courses include, but are not limited to, Employability Skills: Advanced Seminar and other on-level academic courses required for English, mathematics, science, and social studies.*

## Letter of Commitment for Advanced Placement® Courses

AP courses require a high degree of commitment to academic work from students, as well as their families. AP courses are among the most rigorous and academically challenging courses students may experience in JPS. Therefore, students and parents should carefully discuss the commitments required to succeed in these demanding courses. Students should demonstrate a history of achievement within the content area for which they plan to take an AP course. To be successful in AP courses, students should be analytical, critical thinkers, as well as be able to read extensively, write clearly, and express themselves competently. Parents and students must sign this letter of commitment before students are enrolled into any AP course. A copy of this letter will be given to the student(s) to bring home.

AP classes are an extension of the regular course curriculum with added rigor, extended lesson content, and increased course work to be completed by students outside of the standard school day. AP courses prepare students for college-level course work while simultaneously addressing the state's curricular requirements for grades 10-12 and prepare students for the AP exams taken in April or May of each year. Most colleges and universities in the U.S., as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP exam grades. Student willingness to meet the demands of these challenging courses brings great rewards. Students are able to

- Earn college credit (if they receive qualifying scores on the AP exams)
- Demonstrate to colleges and universities an ability to succeed in rigorous academics
- Take exactly the kind of course they will face in college

By signing this letter of commitment, you indicate recognition of the expectations and opportunities of an AP course(s). You also recognize that a student may not withdraw from the course after two weeks prior to the end of the first term. *Please note: Seniors who withdraw from an AP course(s) will be required to enroll in the district's required Advanced Seminar course if he/she has not met the AP exemption policy for Advanced Seminar.*

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Name of Parent/Guardian

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Parent/Guardian's Phone Number (home)

\_\_\_\_\_  
Parent/Guardian's Phone Number (work)

\_\_\_\_\_  
Parent/Guardian's Email Address (*optional*)

\_\_\_\_\_  
Best time to reach parent/guardian by phone.

The district offers twenty-two AP courses: Art History, Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, Computer Science B, English Language and Composition, English Literature and Composition, European History, Macroeconomics, Microeconomics, Music Theory, Physics B, Physics C: Electricity and Magnetism, Physics C: Mechanics, Psychology, Statistics, Studio Art, U.S. Government and Politics, U.S. History, and World History.

*These course offerings are subject to change based on teacher availability, number of students enrolled, and/or number of requests for course(s). Please contact the school counselor for a current list of courses offered at your child's school.*

## Schedule Change Guidelines for Advanced Placement ® Courses

Each spring a series of scheduling activities takes place to assist each student in selecting appropriate courses for the next school year. Extensive time is spent developing written information in the form of the Secondary Curriculum Student Guide, worksheets, and advisement forms. Advisement by teachers and individual counseling are available. The final step verifies the students' selections and offers them an opportunity to correct or change selections. Because of this detailed program, students have the best chance of developing a sound educational plan and an appropriate schedule in the spring.

### REASONS THAT JUSTIFY CHANGES IN YOUR SCHEDULE

- 1 Semester imbalances
- 2 Replacement of summer school course(s) successfully completed
- 3 Schedule adjustments for the educational options approved by the administration
- 4 Adjustments for handicapped students
- 5 Inappropriate course level as dictated by the prerequisite
- 6 Requests that appear on the verification form or original schedule form but do not appear on printed schedules
- 7 Level change (dropping AP) and Grade Replacement (e.g. Spanish II to Spanish I)

*Once a student, parent, and teacher recognize that the level of difficulty of the AP course(s) is such that the student may not be successful, a level change should occur immediately. The deadline date for this type of level change is two weeks prior to the end of first term. The weighted point value for GPA earned in the AP course is not transferrable to the newly scheduled class. The grade transfers as an unweighted grade. In order to drop an AP course, the classroom teacher and parent must discuss the proposed change.*

**WARNING:** Dropping a course may affect your GPA, class ranking, grade placement, or graduation status.  
**WARNING:** Dropping (an) AP course(s) may cause the student to be required to enroll in the district required course, Employability Skills: Advanced Seminar. This course is required of all seniors.

**REMINDER:** Some Benefits of AP:  
 AP courses prepare students for rigorous college-level course work, as well as the AP exams taken in April or May of each year. Most colleges and universities in the U.S., as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP exam grades. Student willingness to meet the demands of these challenging courses brings great rewards. Students are able to

- Earn college credit (if they receive qualifying scores on the AP exams),
- Demonstrate to colleges and universities an ability to succeed in rigorous academics
- Take exactly the kind of course they will face in college

Student's Name _____ Date ____/____/____ Grade _____ MSIS _____			
In order to drop an AP course, the classroom teacher and parent must discuss the proposed change.			
<b>Drop Course Name</b>	<b>Drop Course Code</b>	<b>Add Course Name</b>	<b>Add Course Code</b>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
1. Please indicate if your child is on an IEP or 504 Plan?		_____ Yes _____ No	
2. Will this schedule change affect your athletic ability?		_____ Yes _____ No	
3. Will this schedule change affect your grade placement or graduation?		_____ Yes _____ No	
4. Please state your reason for the schedule change:	_____		
<b>Parent/Guardian's Signature</b> _____			
<i>Note: A student is not to sign his/her parent/guardian's name.</i>			
<b>AP Teacher's Signature</b> _____			
Teacher's signature indicates that the classroom teacher has discussed the course change with the student's parent/guardian.			
<b>Counselor's Signature</b> _____			
<b>Principal's Signature</b> _____			

## HIGH SCHOOL ACCELERATED COURSES

High school accelerated courses follow the general course curriculum for a particular grade level; however, accelerated courses require many more texts and passages to be read with an emphasis on breadth and depth, and writing to be produced with more complexity and sophistication. Students will be expected to perform at an even more demanding level because of the accelerated nature of the course. Thoughtful discussion and critical analysis will accompany all lessons and classroom assignments.

### ACT/SAT PREPARATORY COURSES

These ACT/SAT Preparatory courses will prepare students for the ACT and/or SAT exams required for college admission. Students will know what to expect on test day by reviewing practice questions, taking practice tests, learning testing strategies and techniques, and more.

#### ACT/SAT PREP I

1 semester; ½ unit credit	001105
2 semesters; 1 unit credit	001101

#### ACT/SAT PREP II

1 semester; ½ unit credit	001205
2 semesters; 1 unit credit	001201

### ADVANCED SEMINAR

JPS seniors are required to complete an Advanced Seminar: Employability Skills course designed to prepare them for employment. This graduation requirement is in response to feedback from parents, employers, and the community for high school graduates to be better equipped to enter the work force. The following students are exempt from Advanced Seminar: students enrolled in APAC, IB, HRP, Base Pair, or SOAR; students who are two-year completers of vocational programs or enrolled in the second year of vocation programs; students enrolling as seniors in the district after the first term; and Advanced Placement® students (*see JPS graduation requirements for board approved exemptions*). Students withdrawing from an exempt program must enroll in and successfully complete Advanced Seminar.

#### ADVANCED SEMINAR: EMPLOYABILITY SKILLS

2 semesters; 1 unit credit	051304
Grade 12 only	

### TEACHER ACADEMY PROGRAM

#### TEACHER ACADEMY I

2 semesters; 1 unit credit	
Grades 11-12	996300

Teacher Academy I is an entry-level course. Students in Education I gain foundational competencies related to students as learners, planning and assessing teaching, teaching strategies, and communication skills. Teacher Academy is a pathway for students in the Human Science, Art, and Humanities career cluster. The Teacher Academy program is a pair of high school courses designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field.

#### TEACHER ACADEMY I

2 semesters; 1 unit credit	
Grade 12	
Prerequisite: Teacher Academy I	996301

Teacher Academy II provides students with the opportunity to gain advanced skills needed to enhance them as learners, teachers, and communicators.

Teacher Academy is a pathway for students in the Human Science, Art, and Humanities career cluster. The Teacher Academy program is a pair of high school courses designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field.

## ALTERNATIVE EDUCATION

### CAREER ACADEMIC PLACEMENT (CAP) PROGRAM

The Career Academic Placement Program includes pre-employment/work maturity skills training, limited entry employment training internship, self-esteem motivational activities, individual group counseling, vocational training, and GED preparation. Through the CAP program students are prepared for a useful and productive adult life by addressing academic and personal needs and by developing competencies needed in a vocational area.

#### GED COURSE

Grades 9-12

051300

### JOBS FOR MISSISSIPPI GRADUATES (JMG) PROGRAM

(Grades 9-12)

The Jobs for Mississippi Graduates (JMG) Program provides a dropout prevention and intervention program for students by assisting young people in graduating from high school and in successfully transitioning to higher education or the work force. The ultimate objective of this program is to help students secure a quality job that will lead to a good career, either directly after high school or after further education at the post-secondary level. The program is based on the Jobs for America's Graduates (JAG) model.

#### JOBS FOR MISSISSIPPI GRADUATES I

2 semesters; 1 unit credit

050911

#### JOBS FOR MISSISSIPPI GRADUATES II

2 semesters; 1 unit credit

051011

#### JOBS FOR MISSISSIPPI GRADUATES III

2 semesters; 1 unit credit

051111

#### JOBS FOR MISSISSIPPI GRADUATES IV

2 semesters; 1 unit credit

051211

## WORK RELEASE PROGRAM

The board grants permission to principals to approve a limited class schedule for twelfth grade students who need to be away from school for a portion of the school day to work or because of hardship. *For policy requirements and procedures, please see Board Policy IDL.*

#### WORK RELEASE

Grade 12 only; no unit credit

051200

## THE ARTS

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place. Through visual arts, dance, drama, and music, students will learn to communicate ideas and feelings by creating and performing works of art; respond to, describe, analyze, interpret, and evaluate the complex characteristics of works of art; understand the roles and functions of artists and works of art in cultures, times, and places;

perceive, understand, and appreciate the diverse meanings and values of art; as well as make valid connections among the content of the arts, other subject areas, and everyday life.

<b>ART I, GRADES 9-12</b> 2 semesters; no unit credit	610901
<b>ART II, GRADES 10-12</b> 2 semesters; 1 unit credit	611001
<b>ART III, GRADES 11-12</b> 2 semesters; 1 unit credit	611101
<b>ART IV, GRADES 12</b> 2 semesters; 1 unit credit	611201
<b>ART SPECIAL COURSE, GRADES 9-12</b> 1 semester; ½ unit credit	611305
<b>DRAMATIC CRITICISM AND PERFORMANCE, GRADES 9-12</b> 1 semester; ½ unit credit 2 semesters; 1 unit credit	631405 631401
<b>FINE ARTS INTRODUCTION, GRADES 9-12</b> 2 semesters; 1 unit credit	600901
<b>THEATRE ARTS INTRODUCTION, GRADES 9-12</b> 2 semesters; 1 unit credit	631301

### ADVANCED PLACEMENT FOR THE ARTS

<b>AP Art History</b> Grades 10 – 12 2 semesters; 1 unit credit Prerequisite(s): AP World History (or Accelerated or APAC)	612041
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College Board's Recommendation: There are no specific curricular prerequisites for students taking AP Art History.

The AP Art History course is designed to provide students with a learning experience equivalent to that of an introductory college art history survey. Students enrolled in this course will develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other art media. Students will be able to communicate effectively using an informed art vocabulary – visually, verbally, and in written form.

<b>AP Studio Art</b> Grades 10-12 2 semesters; 1 unit credit Prerequisite(s): Meet district's entry requirements, as well as verification of prior training in art.	611341
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College Board's Recommendation: There are no specific curricular prerequisites for students taking AP Studio Art.  
Note: While the College Board does not recommend any specific curricular prerequisites, JPS requires that students have prior training in art.

The AP Studio Art course is designed to provide students with a learning experience equivalent to that of an introductory college course in studio art foundation. Students have the option of submitting one of three different portfolios – Drawing, 2-D Design, or 3-D Design – each based upon different skills mastered and concepts addressed in college-level foundation courses. A minimum of 24 completed art projects must be produced by May 1 of each school year.

# BUSINESS EDUCATION

## KEYBOARDING

1 semester(s); 1/2 unit credit

Grades 9-12

900905

Keyboarding provides the student an opportunity to master the touch-method keystroking skill for entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad. Emphasis is placed on developing proper speed and accuracy techniques. Students format documents such as letters, memorandums, reports, and tables for personal, educational, and business uses.

## WORD PROCESSING

1 semester(s); 1/2 unit credit

Grades 9-12

901305

Prerequisite: Keyboarding, Computer Applications, or Computer Discovery

Word processing prepares the student with word processing skills for personal use, use in the work place, and use in postsecondary education. Introductory keyboarding skills are refined through continued use of the keyboard. The student's use of formatting techniques is enhanced through the creation of documents such as letters, reports, memos, and tables. Through document preparation, students master specialized software functions and produce original projects using advanced skills.

## ACCOUNTING I

1 semester(s); 1/2 unit credit

Grades 10-12

901401

Accounting I is offered in grades 10, 11, and 12. Accounting I teaches students accounting terminology, principles, and procedures as they relate to single proprietorship, a partnership, and a corporation. The study of accounting prepares students for accounting careers and for personal use, and provides opportunities for further study.

## ACCOUNTING II

1 semester(s); 1/2 unit credit

Grades 11-12

901501

Prerequisite: Accounting I

Accounting II is offered in grades 11 and 12. Accounting II is a review and expansion of topics covered in Accounting I. Accounting II incorporates accounting principles and procedures in managerial, intermediate, and cost accounting with an emphasis on corporate accounting. Advanced concepts and practices are integrated with related computer skills. Accounting II is designed to prepare students who plan to pursue a career in accounting or business.

## ENTREPRENEURSHIP

1 semester(s); 1/2 unit credit

Grades 9-12

901505

Keyboarding provides the student an opportunity to master the touch-method keystroking skill for entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad. Emphasis is placed on developing proper speed and accuracy techniques. Students format documents such as letters, memorandums, reports, and tables for personal, educational, and business uses.

## COMPUTATION IN BUSINESS

1 semester(s); 1/2 unit credit

Grades 9-12

901605

Computation in Business is designed to help students improve proficiency in solving problems that are encountered in many business situations. Students apply basic mathematical concepts to solve problems related to banking, such as reconciling bank statements, choosing the best type of savings account to receive the best interest rate, and completion of basic bank forms. Installment purchases are discussed and compared with cash purchases, calculating the difference in the two types. Personal taxes, such as payroll and income tax, are studied. The course provides a basic foundation in mathematical business applications that are used on a day-to-day basis by all individuals.

## PERSONAL FINANCE

1 semester(s); 1/2 unit credit

Grades 9-12

901705

Personal Finance allows the student to explore personal financial decision making. It also helps each individual utilize skills in money management, recordkeeping, and banking. The course accomplishes this by the study of basic concepts involving economics, insurance, credit, and other related topics. Activities will include preparation of budgets, comparison shopping, advertising research, standard of living analysis, and comparison of housing options.

**COMMUNICATION IN BUSINESS**

1 semester(s); 1/2 unit credit

Grades 9-12

902005

Computation in Business is designed to help students improve proficiency in solving problems that are encountered in many business situations. Students apply basic mathematical concepts to solve problems related to banking, such as reconciling bank statements, choosing the best type of savings account to receive the best interest rate, and completion of basic bank forms. Installment purchases are discussed and compared with cash purchases, calculating the difference in the two types. Personal taxes, such as payroll and income tax, are studied. The course provides a basic foundation in mathematical business applications that are used on a day-to-day basis by all individuals.

**INTERNATIONAL BUSINESS AND PUBLIC POLICY**

1 semester(s); 1/2 unit credit

Grades 9-12

902105

International Business prepares the student for imaginative and responsible citizenship and leadership in the business world as well as our society in general. Because of the technological world in which we live, no longer do we look at just a “domestic” business market. The business world of today has an international base. Students learn about international markets as well as domestic ones. Factors that shape and impact the international business environment as well as strategies for effective and profitable relations are studied in this course. Students analyze the role of international finance and major forms of business ownership. Students leave the course with an overall picture of the new international business world.

**BUSINESS LAW**

1 semester(s); 1/2 unit credit

Grades 9-12

902205

Legal Systems in Business provides the student with the basic foundations of law as it relates to business. The origin of the law, ethics, and the structure of the court systems are studied. Criminal and civil procedures, including minor and family laws, are also taught in this course. Legislation that applies to employment, real and personal property, and procedural law are also covered. Legal Systems in Business will equip the student with a workable knowledge of the law as it is applied to various legal situations that are encountered in personal and business situations.

**COMPENSATORY EDUCATION**

Compensatory courses are designed as intervention courses to support core courses. For example, compensatory courses are utilized as companion courses to “double dose” with other core courses such as Algebra I. Only students who have been identified as needing additional support and/or academic interventions should be placed in compensatory courses. Students are placed based on a review of data, including but not limited to, placements tests, diagnostic assessments, MCT2 and SATP data. Students must be placed based on the specific support needed and the intensity of the support needed as identified through the Response to Intervention (RtI) Process, formally known as the Tiered Intervention Process. Students who have been identified through the District Teacher Support Team Process (DTST) must be placed in a compensatory course(s) based on recommendations from the District Teacher Support Team (DTST).

**COMPENSATORY READING**

(GRADES 9-12)

**COMPENSATORY READING I**

1 semester; ½ unit credit

111305

2 semesters; 1 unit credit

111301

**COMPENSATORY READING II**

1 semester; ½ unit credit

111405

2 semesters; 1 unit credit

111401

**COMPENSATORY WRITING**

(GRADES 9-12)

**COMPENSATORY WRITING I**

1 semester; ½ unit credit

171305



2 semesters; 1 unit credit 171301

**COMPENSATORY WRITING II**

1 semester; ½ unit credit 170405  
2 semesters; 1 unit credit 171401

**COMPENSATORY MATHEMATICS**

(GRADES 9-12)

**COMPENSATORY MATHEMATICS I**

1 semester; ½ unit credit 201305  
2 semesters; 1 unit credit 201301

**COMPENSATORY MATHEMATICS II**

1 semester; ½ unit credit 201505  
2 semesters; 1 unit credit 201501

**COMPENSATORY MATHEMATICS III**

1 semester; ½ unit credit 201705  
2 semesters; 1 unit credit 201701

**COMPENSATORY MATHEMATICS IV**

1 semester; ½ unit credit 201805  
2 semesters; 1 unit credit 201801

**LEARNING STRATEGIES**

(GRADES 9-12)

**LEARNING STRATEGIES**

1 semester; ½ unit credit 001405  
2 semesters; 1 unit credit 001301

**COMPUTER EDUCATION**

**WEB PAGE DESIGN I**

1 semester(s); 1/2 unit credit 920105  
Grades 10-12

Prerequisites: Keyboarding and Computer Applications or 8<sup>th</sup> Grade Computer Discovery

Web Page Design I is an introductory course that examines basic Hypertext Markup Language (HTML) editors and web publishing software. Course skills include learning the essentials to develop a web site and the evaluation of several HTML web publishing packages.

**WEB PAGE DESIGN II**

1 semester(s); 1/2 unit credit 920205  
Grades 10-12

Prerequisite: Web Design I

Web Page Design II is designed to expand on the material taught in Web Page Design I. Students take a more detailed look at the visual tools, site development/planning process, and web hosting services. Students also develop a site on an assigned topic.

CONTENT STRANDS: (A-Accounting) (IB-International Business) (MK-Marketing). Discuss other design considerations. Demonstrate an understanding of advanced web page authoring software features. (IT). Compare and contrast the features/reviews of various image editing software.

**COMPUTER APPLICATIONS**

1 semester(s); 1/2 unit credit 911305  
Grades 9-12

Note: Students who have successfully completed 8th grade Computer Discovery have already earned credit for this course.

Computer Applications provides each student with essential introductory skills and knowledge necessary to use computer hardware and software in daily life and occupational tasks. The student learns to utilize computer hardware and software to improve and enhance English, science, history, mathematics, or elective subject projects, presentations, or critiques. Emphasis is placed on common applications including word processing, database management, spreadsheet and presentation software.

### **INFORMATION PROCESSING**

1 semester(s); 1/2 unit credit

Grades 9-12

911405

Prerequisite: Computer Applications or Computer Discovery (8th grade)

Information Processing provides a workable knowledge of database management and spreadsheet applications for use in the workplace and post-secondary education. Students will integrate database, spreadsheet, and word processing files to produce personal and business-related documents. It is recommended that industry-standard software (individual packages or a suite) be used in this course.

### **INNOVATIVE APPLICATIONS USING TECHNOLOGY**

2 semester(s); 1 unit credit

Grades 9-12

911805

Prerequisite: Keyboarding and Word Processing

Innovative Applications Using Technology is project-oriented. A team approach and the development of leadership ability are emphasized. Students expand their critical thinking, organization, communication, and technology skills. Using available technology, students select and research a project, assimilate the data, and communicate the results. This is an applied learning course where the teacher's role is that of facilitator.

### **TELECOMMUNICATIONS**

1 semester(s); 1/2 unit credit

Grades 9-12

911905

Prerequisite: Keyboarding and Word Processing

Telecommunications provides students with an understanding of electronic communication. Students access online information and communicate using electronic mail. The students develop the skills needed to use information tools such as online databases, web sites, etc. Students become responsible and ethical users of technology while being encouraged to stay current as emerging technologies develop.

### **RESEARCH USING TECHNOLOGY'S INFORMATION TOOLS**

1 semester(s); 1/2 unit credit

Grades 9-12

912005

Prerequisite: Keyboarding and Word Processing

Research Using Technology's Information Tools is a research oriented course. The students develop the skills needed to use information tools such as Internet, CD-ROM, Laser Disc, etc. Students will become responsible and ethical users of technology while being encouraged to stay current as emerging technologies develop. (Although creative research methodologies are part of the course design, unrestricted browsing of the Internet is not encouraged.)

### **DESKTOP PUBLISHING I, GRADES 9-12**

1 semester; 1/2 unit credit

912105

Prerequisite: Keyboarding and Word Processing

Desktop Publishing offers the student the opportunity to use keyboarding and word processing skills in the production of attractive documents such as a flyer, letterhead, business card, report cover, and newsletter. Graphic design and page layout techniques are emphasized. Students produce attractive documents that communicate effectively and use proper desktop publishing strategies.

### **DESKTOP PUBLISHING II, GRADES 9-12**

1 semester; 1/2 unit credit

912205

# ADVANCED PLACEMENT FOR COMPUTER EDUCATION

The Advanced Placement Program is a cooperative educational endeavor of the College Board and secondary schools. Based on the fact that many students can complete college-level studies in their secondary schools, the program represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in high schools, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement.

The Advanced Placement Program offers two computer science courses: Computer Science A and Computer Science AB. The content of Computer Science A is a subset of the content of Computer Science AB.

## COMPUTER SCIENCE A AP

2 semester(s); 1 unit credit 911341

Grades 10-12

Prerequisite: Algebra II and any basic computer course

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

Computer Science A emphasizes programming methodology with an emphasis on problem solving and algorithm development and is the equivalent of a first-semester course in Computer Science. It also includes the study of data structures and abstraction, but these topics are not covered to the extent that they are covered in Computer Science AB.

## COMPUTER SCIENCE AB AP

2 semester(s); 1 unit credit

Grades 10-12

911441

Prerequisite: Algebra II, any basic computer course, and Computer Science A AP

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

Computer Science AB includes all the topics of Computer Science A, as well as a more formal and in-depth study of algorithms, data structures, and abstraction.

# ENGLISH AS A SECOND LANGUAGE

The primary aim of the ESL course in high school is to enable students considered English language learners (ELLs) to develop communicative control of spoken and written English so that they may successfully meet high school grade-promotion and graduation requirements. Instruction covers the areas of reading, writing, listening, speaking, comprehension, grammar, and vocabulary. High school ESL courses are offered at Callaway High School.

## ENGLISH AS A SECOND LANGUAGE

2 semesters; 1 unit credit

Grades 9-12

851301

# ENGLISH/LANGUAGE ARTS

English language and literature courses at the high school level require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is appropriate text complexity. This complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade 9 to grade 12, texts should require a greater cognitive involvement for the student to appreciate and comprehend the literal aspects, along with figurative subtleties and nuances. In addition to reading and text complexity, students sharpen their ability to produce, analyze, and evaluate effective communication, as well as their abilities to use Standard English grammar, mechanics, and sentence structure to communicate.

## ENGLISH I, Grade 9

2 semesters; 1 unit credit

100901

## ENGLISH I ACCELERATED, Grade 9

2 semesters; 1 unit credit

100951

## \* ENGLISH II, Grade 10

2 semesters; 1 unit credit

101001

\*Denotes subject area test required for high school graduation.

<b>* ENGLISH II ACCELERATED</b> , Grade 10 2 semesters; 1 unit credit	101051
<b>ENGLISH III</b> , Grade 11 2 semesters; 1 unit credit	101101
<b>ENGLISH III ACCELERATED</b> , Grade 11 2 semesters; 1 unit credit	101151
<b>ENGLISH IV</b> , Grade 12 2 semesters; 1 unit credit	101201
<b>ENGLISH IV ACCELERATED</b> , Grade 12 2 semesters; 1 unit credit	101251

#### **AMERICAN NOVEL**

1 semester(s); 1/2 unit credit  
Grades 9-12 161305

The American Novel course is an examination of literary works that have contributed significantly to the culture and literary heritage of the United States. In this course, students will read a variety of influential works representing the late 1700s to the present to gain a sense of the evolution and current direction of the American novel.

#### **MYTHOLOGY**

1 semester(s); 1/2 unit credit  
Grades 9-12 161405

The Mythology course will include reading of myths from multiple cultures. The content will also include an epic by Homer or Virgil. Group discussions, individual presentations, and writing experiences will be required in this course.

#### **AFRICAN-AMERICAN LITERATURE**

1 semester(s); 1/2 unit credit  
Grades 9-12 161505

The African-American Literature course is a survey course which draws upon a compilation of genres, themes, styles, and language used by various writers of African-American descent. The student will recognize and appreciate contributions of selected authors through reading, speaking, and viewing selected works and by researching and writing.

#### **MISSISSIPPI WRITERS**

1 semester(s); 1/2 unit credit  
Grades 9-12 161605

The Mississippi Writers course focuses on the state's rich literary heritage through the study of poetry, fiction, nonfiction, and drama. The one-semester elective course identifies major sources and themes of twentieth century and contemporary Mississippi writing as it emerges from and contributes to a historical, political, and social milieu.

#### **SHORT STORIES**

1 semester(s); 1/2 unit credit  
Grades 9-12 161705

The Short Stories course allows the student to analyze, evaluate, and interpret short stories and to gain a sense of the development of the genre. Students recognize the contributions of writers to this genre and evaluate their reflections on society.

#### **CREATIVE WRITING**

1 semester(s); 1/2 unit credit  
Grades 9-12 171405

Note: Not recommended in conjunction with Technical and Workplace Writing

This course provides students an opportunity to express themselves through original fiction, poetry, non-fiction, and drama. Repeated use of "the writing process" promotes students' proficiency in writing. The course will refine the writing process by developing critical thinking skills, by expanding the imagination, by promoting the use of figurative and literal language, and by creating plausibility. Publishing procedures will be reviewed during the process.

\*Denotes subject area test required for high school graduation.

## **TECHNICAL AND WORKPLACE WRITING**

1 semester(s); 1/2 unit credit

Grades 9-12

171505

Note: Not recommended in conjunction with Creative Writing

The Technical and Workplace Writing course focuses on the kinds of written communication currently occurring in a variety of workplaces and careers. In this course, students examine written materials produced to communicate within the workplace as well as with the customer and general public. Through reviewing examples and through instruction, students will gain principles of communication, learn how audience and purpose shape the form and content of the written piece, and discern how organization, wording, accuracy and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication.

## **ADVANCED PLACEMENT FOR ENGLISH**

The Advanced Placement Program is a cooperative educational endeavor of the College Board and secondary schools. Based on the fact that many students can complete college-level studies in their secondary schools, the program represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in high schools, schools that desire to offer these opportunities and colleges that wish to encourage and recognize such achievement.

### **ADVANCED COMPOSITION, Grades 9-12**

1 semester; ½ unit credit

171605

Prerequisite (s): None

The purpose of this course is to assist students in the writing skills needed for Advanced Placement courses and for college-level writing. Students will use the rhetorical modes to write non fiction in a variety of forms and will develop increasing complexity and maturity in their style through constant use of the entire writing process, as well as through peer and teacher conferencing. Students will show mastery of Standard English grammar, usage, and mechanics while increasing their ability to develop solid content and write for specific audiences and purposes. Students will analyze and interpret samples of good writing, and learn to identify purposeful use of syntactical sentence structure utilizing these tools in their own writing.

### **ENGLISH LANGUAGE AND COMPOSITION AP**

2 semester(s); 1 unit credit

Grade 11

101341

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

An Advanced Placement English course in Language and Composition for 11 and 12th grade is primarily a course in both effective writing and critical reading. The writing skills that students come to appreciate through attentive and continued analysis of a variety of prose texts can serve them in their own writing as they become increasingly aware of these skills and their pertinent uses.

### **ENGLISH LITERATURE AND COMPOSITION AP**

2 semester(s); 1 unit credit

Grade 12

161241

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

This course, a cooperative endeavor with the College Board, is offered in 12th grade. Students study British and American literature of various periods and genres and use this wide reading knowledge in discussion of literary topics. Through careful reading of literary works, students sharpen their awareness of language and their understanding of the writer's craft, develop critical standards for the independent appreciation of any literary work, and increase their sensitivity to literature as shared experiences. To achieve these goals, students study the individual work, its language, characters, actions, and themes. Primarily through their writing, students become aware of the resources of language: connotation, metaphor, irony, syntax, and tone.

# FAMILY AND CONSUMER SCIENCE

## **CHILD DEVELOPMENT**

1 semester(s); 1/2 unit credit  
Grades 9-12

701405

This course is offered in grades 9-12 and prepares students to understand children's physical, mental, emotional, and social growth and development, as well as their care and guidance. The course will draw on aspects of the social and biological sciences of which home economics is a component. Observation and actual experiences with children and their parents will be integral parts of the course.

## **NUTRITION AND WELLNESS**

1 semester(s); 1/2 unit credit  
Grades 9-12

701505

Nutrition and Wellness is a course which develops skills related to the importance of proper nutrition and the concept of overall wellness in modern life. It includes instruction in basic principles of nutrition, the impact of diet on well being, and food and behavior management for a healthy lifestyle. This course is currently only offered at Jim Hill.

## **FAMILY AND INDIVIDUAL HEALTH**

1 semester(s); 1/2 unit credit  
Grades 10-12

701605

Family and Individual Health is an instructional program that will prepare individuals to understand the related aspects of health in family living with special emphasis on nutrition, emotional health, and physical health; the relationship of the health of an individual to the well-being of the family; the prevention of illness; and the basic care of the ill and convalescent in the home, including the elderly, the young child, and the handicapped. This course meets the graduation requirement for a half unit in comprehensive health.

## **FAMILY DYNAMICS**

1 semester(s); 1/2 unit credit  
Grades 10-12

701705

Family Dynamics teaches skills in critical thinking, decision-making, communication, conflict management, and resource management as related to personal development and responsible family and parenting decisions. The focus of the course will be to provide knowledge and skills to grow as individuals and assume responsibility for the direction of life and to consider the demands and challenges involved in creating and maintaining a healthy family in today's society.

## **PERSONAL DEVELOPMENT**

1 semester(s); 1/2 unit credit  
Grades 9-12

701905

Personal Development develops skills related to positive interpersonal relationships within the family, peer groups, the workplace, and the community. It includes instruction on self-discovery, relationships with family members, relationships with others, establishing goals, and career survival skills. This course is currently only offered at Jim Hill.

## **RESOURCE MANAGEMENT**

1 semester(s); 1/2 unit credit  
Grades 9-12

702005

Resource Management is a course which focuses on how individuals make decisions, solve problems, and utilize resources to successfully achieve individual, family, consumer, and community goals. This course is currently only offered at Jim Hill.

# FOREIGN LANGUAGE

The foreign language program of study is designed to improve students' knowledge of world languages other than English. The courses are designed to ensure linguistic proficiency, cultural appreciation, and the ability to function successfully in a global setting. More specifically, students will be encouraged to understand and be understood in the language(s), to communicate in a culturally-appropriate manner, and to demonstrate cultural awareness and sensitivity.

<b>FRENCH I</b> , Grades 9-12 2 semesters; 1 unit credit	820901
<b>FRENCH II</b> , Grades 10-12 2 semesters; 1 unit credit	821001
<b>FRENCH III</b> , Grades 11-12 2 semesters; 1 unit credit	821101
<b>FRENCH IV</b> , Grade 12 2 semesters; 1 unit credit	821201
<b>GERMAN I</b> , Grades, 9-12 2 semesters; 1 unit credit	840901
<b>GERMAN II</b> , Grades 10-12 2 semesters; 1 unit credit	840001
<b>GERMAN III</b> , Grades 11-12 2 semesters; 1 unit credit	841101
<b>GERMAN IV</b> , Grade 12 2 semesters; 1 unit credit	841201
<b>LATIN I</b> , Grades 9-12 2 semesters; 1 unit credit	830901
<b>LATIN II</b> , Grades 10-12 2 semesters; 1 unit credit	831001
<b>LATIN III</b> , Grades 11-12 2 semesters; 1 unit credit	831101
<b>LATIN IV</b> , Grade 12 2 semesters; 1 unit credit	831201
<b>SPANISH I</b> , Grades 9-12 2 semesters; 1 unit credit	810901
<b>SPANISH II</b> , Grades 10-12 2 semesters; 1 unit credit	811001
<b>SPANISH III</b> , Grades 11-12 2 semesters; 1 unit credit	811101
<b>SPANISH IV</b> , Grade 12 2 semesters; 1 unit credit	811201

## OPEN DOORS GIFTED EDUCATION PROGRAM (GRADES 9-12)

Gifted education courses provide instruction in creativity, thinking skills, research, creative problem solving, communication, leadership, group dynamics, and self-knowledge in order to increase students' skill and capacity for autonomous learning, metacognition, and self-understanding. High school students enrolled in the district's gifted education program, or Open Doors program, have met intellectually gifted criteria set by the state of Mississippi.

Gifted courses in grades 9-12 are offered based upon funding and available teacher units provided by the state. Currently, Forest Hill High School is the only high school to offer gifted courses in English/language arts. Please contact the Open Doors office by phone at 601.960.8310 for additional information.

<b>GIFTED, ACCELERATED ENGLISH I</b> 2 semesters; 1 unit credit	540911
<b>GIFTED, ACCELERATED ENGLISH II</b> 2 semesters; 1 unit credit	541011
<b>GIFTED, ACCELERATED ENGLISH III</b> 2 semesters; 1 unit credit	541111
<b>GIFTED, ACCELERATED ENGLISH IV</b> 2 semesters; 1 unit credit	541211

## HEALTH AND PHYSICAL EDUCATION

<b>PHYSICAL EDUCATION</b> 2 semester(s); 1 unit credit (Full)	501401
1 semester(s); 1/2 unit credit (Half)	501305
Grades 9-12	

Physical Education in grades 9, 10, 11, and 12 is designed to teach skills, knowledge, and attitudes vital to the development of a healthy, active life-style. As each student is a life-long learner, the program provides physical activities and learning experiences in a coordinated manner. Through guided choices students are taught to responsibly plan for an active, healthy life-style and maximum participation for a lifetime.

<b>COMPREHENSIVE HEALTH</b> 2 semester(s); 1 unit credit (Full)	521301
1 semester(s); 1/2 unit credit (Half)	520905
Grades 9-12	

This course is designed to encourage students to consider good health habits and to develop a good attitude toward their health. Students will acquire basic knowledge about human growth and development; learn to make decisions which contribute to good personal and community health; and explore such themes as safety, mental health, health care problems/policies, nutrition, and fitness.

## JOURNALISM

<b>JOURNALISM INTRODUCTION</b> 2 semester(s); 1 unit credit	121301
Grades 9-12	

This course is designed to serve as a basic writing course which introduces students to journalistic techniques and terminology. Although the course provides students with a brief history of the newspaper and an awareness of the power of the press, the basic subject matter will be centered around the writing of straight news, features, sports news, editorials, and columns. Headline writing, copyreading, layouts, and newspaper photography will also be featured.

<b>JOURNALISM LAB I, ANNUAL AND PAPER</b> 2 semester(s); 1 unit credit	<u>Annual</u>
Grades 10-12	121401
Prerequisite: Introduction to Journalism	<u>Paper</u>
	121601

This course is designed for members of a school publications staff. Students in this course will perform specific duties with leadership functions to be outlined, assigned,



and evaluated by the teacher/advisor according to the nature of the publication and staff organization. Development and evaluation of skills will be individualized and performance-based.

### **JOURNALISM LAB II, ANNUAL AND PAPER**

2 semester(s); 1 unit credit  
Grades 11-12  
Prerequisite: Journalism Lab I

Annual  
121501  
Paper  
121701

This course will build on Journalism Lab I. At this level, individual skills are developed to marketable levels with decision-making capabilities for entry-level positions in the field or on college publications staffs.

## **MATHEMATICS**

### **SURVEY OF MATH TOPICS**

2 semester(s); 1 unit credit  
Grades 10-12  
Prerequisite(s): Geometry

201311

Mathematical Topics Survey is designed to provide students with the skills necessary in making wise financial decisions. The basic concepts of algebra are reviewed and extended as students solve real-life problems which affect them and their families. This course provides skills in probability and statistics, logic, linear programming, and regression analysis. Students are encouraged to use a variety of techniques and appropriate technology (calculators and/or computers) to solve problems.

### **DISCRETE MATH**

1 semester(s); ½ unit credit  
Grades 11-12  
Prerequisite: Algebra II

201405

Discrete Mathematics is intended for those students who would like to explore more closely topics that involve the study of mathematical properties of sets and systems having a countable number of elements. The course will provide the opportunity for students to perform problem solving and logical analysis of statements and procedures. These concepts and others are outlined within the six curriculum content strands: number sense/numeration/operation, patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

### **PRE-ALGEBRA**

2 semester(s); 1 unit credit  
Grades 9-12

210601

This course includes a review of basic mathematics and an introduction to the language and skills of algebra. The following topics are included: algebraic expressions, linear equations in one variable, polynomials, inequalities, and graphing. These concepts as well as others are outlined within the six curriculum content strands: number sense/numeration/operation, patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

### **ALGEBRA TRANSITION HS**

2 semester(s); 1 unit credit  
Grades 9-11

210701

Algebra Transition is a core course intended to be a bridge between the concrete concepts of Pre-Algebra and the abstract concepts of Algebra I and Geometry. This course is activity-based, allowing students to explore and investigate algebraic and geometric concepts to build a stronger foundation of basic skills. Explorations emphasize physical models, data, graphs, and other mathematical representations in appropriate situations that facilitate the learning process. This course is designed for those students who have completed Pre-Algebra and desire an alternative before taking Algebra I.

### **\* ALGEBRA I**

2 semester(s); 1 unit credit  
Grades 9-12

210801

The Algebra I course is designed for students to develop and communicate an understanding of Algebraic represented as a prerequisite to all higher mathematics courses. This course includes solving equations and inequalities,

\*Denotes subject area test required for high school graduation.

polynomials, special products, factoring, operations on rational expressions, relations and functions, open sentences with two variables, graphing, and radicals. These concepts and others are outlined within the six curriculum content strands: number sense/numeration/operation, patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

**\* ALGEBRA I ACCELERATED**

2 semester(s); 1 unit credit  
Grades 9-12

210851

Algebra I Accelerated provides an opportunity to explore and apply various problem solving methods and covers a range of topics including solving equations and inequalities, polynomials, factoring, graphing, radicals, systems of equations and materials. This course is designed for those students who desire an expansive coverage of Algebra I. These concepts, as well as others, are outlined within the six curriculum content strands: number sense/numeration/operation, patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

**ALGEBRA II**

2 semester(s); 1 unit credit  
Grades 9-12  
Prerequisite: Algebra I

211001

Algebra II is a continuation and extension of the skills developed in Algebra I with a variety of topics explored in greater depth. Topics include equations and inequalities, linear relations, systems of linear equations, functions, polynomials, rational expressions, complex numbers, quadratic equations, and conic sections. These concepts as well as others are outlined within the six curriculum content strands: number sense/numeration/operation, patterns/relations/functions, algebra, measurement, geometry, and statistics/probability. Technology use such as graphing calculators is incorporated extensively in this course.

**ALGEBRA II ACCELERATED**

2 semester(s); 1 unit credit  
Grades 9-12  
Prerequisite: Algebra I

211051

Algebra II Accelerated covers a range of topics that includes linear relationships, systems of linear equations, irrational and complex numbers, and conic sections. This course is designed for students who desire an expansive coverage of Algebra II. Technology use, especially graphing calculators, are extensively incorporated within this course. These concepts as well as others are outlined within the six curriculum content strands: number sense/numeration, operation; patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

**ALGEBRA ADVANCED**

1 semester(s); ½ unit credit  
Grades 10-12  
Prerequisite: Algebra II

211305

The Advanced Algebra course serves as an extension of algebraic and geometric skills, combining the two to form a foundation for success in pre-calculus. Through a more in-depth study of algebra, students further enhance their mathematical confidence and reasoning ability. The use of graphing calculators and other appropriate technology is strongly recommended for this course. These concepts, as well as others, are outlined within the six curriculum content strands: number sense/numeration, operation; patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

**INTRODUCTION TO ENGINEERING**

1 semester(s); ½ unit credit  
Grades 11-12

211405

Introduction to Engineering is a unique, projects-based course designed to give the students an opportunity to evaluate their interest in engineering. Focus is given to civil, mechanical, electrical, chemical, and geological engineering, as well as computer science.

**GEOMETRY**

2 semester(s); 1 unit credit  
Grades 9-12  
Prerequisite: Algebra I

220901

Geometry is the study of two- and three-dimensional figures. This course develops spatial sense and reasoning ability for students.

\*Denotes subject area test required for high school graduation.

The study of geometry includes geometric definitions and topics of inductive and deductive geometry such as proofs, congruence, similarity, properties of the right triangle, parallelism, geometric constructions, and solid geometry. These concepts, as well as others, are outlined within the six curriculum content strands: number sense/numeration, operation; patterns/ relations/functions, algebra, measurement, geometry, and statistics/probability.

### **GEOMETRY ACCELERATED**

2 semester(s); 1 unit credit

Grades 9-12

Prerequisite: Algebra I

220951

Geometry Accelerated provides students with an opportunity to explore and apply topics of inductive, deductive, and solid geometry. Students also study topics that range from logic and construction to area and equations of lines. These concepts, as well as others, are outlined within the six curriculum content strands: number sense/numeration/ operation, patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

### **PRE-CALCULUS**

1 semester(s); 1/2 unit credit

Grades 10-12

Prerequisite: Geometry and Trigonometry

231105

Pre-Calculus is designed to prepare students for a full-year course in calculus. This course increases mathematical analysis and reasoning as it serves as a bridge between Algebra II or Advanced Algebra and Calculus. Topics include functions, vectors, sequences and series, limits and continuity, derivatives, and definite integrals. These concepts, as well as others, are outlined within the six curriculum content strands: number sense/numeration, operation; patterns/ relations/functions, algebra, measurement, geometry, and statistics/probability.

### **CALCULUS**

2 semester(s); 1 unit credit

Grades 11-12

Prerequisite: Geometry and Trigonometry

231201

Calculus is the study of the mathematics of change. The major focus is on differential and integral calculus. The Calculus course provides a survey of calculus without the theory and rigor necessary to receive advanced placement credit. The use of graphing calculators and other technologies are integral parts of each calculus course. These courses are designed for the student who has a thorough knowledge of college preparatory mathematics.

### **STATISTICS**

1 semester(s); 1 unit credit

Grades 10-12

Prerequisite: Algebra II

241301

Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four major areas of concentration include data explorations, design of experiments, production of models using probability, and simulation and statistical inference. Students are required to design, conduct, represent, and interpret statistical and probabilistic studies. The use of technology is an integral part of the course. The instructional approach provides opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. This course is designed for students who have successfully completed Algebra II.

### **TRIGONOMETRY**

1 semester(s); 1/2 unit credit

Grades 10-12

Prerequisite: Algebra II

251305

The study of trigonometry is a comprehensive study of trigonometry functions with an emphasis on applications. Topics include angles and trigonometric functions, circular functions, graphs of trigonometric functions and inverse functions, identities, multiple-angle formulas, triangle trigonometry, area, polar and rectangular coordinates, and complex numbers in polar form. The use of graphing calculators is an essential part of this course. These concepts, as well as others, are outlined within the six curriculum content strands: number sense/numeration, operation; patterns/ relations/functions, algebra, measurement, geometry, and statistics/probability.

## ADVANCED PLACEMENT FOR MATHEMATICS

The Advanced Placement Program is a cooperative educational endeavor of the College Board and secondary schools. Based on the fact that many students can complete college-level studies in their secondary schools, the program represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in high schools, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement.

### **CALCULUS AB AP**

2 semester(s); 1 unit credit

Grades 11-12

231341

Prerequisite: Geometry, Trigonometry and Pre-Calculus

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

Calculus AB is designed to be an introductory calculus course with elementary functions. It is intended for students who have a thorough knowledge of college preparatory mathematics. Topics will include elementary functions, rate of change, derivative and its application, the definite integral, and the application of the integral.

### **CALCULUS BC AP**

2 semester(s); 1 unit credit

Grades 11-12

231441

Prerequisite: Geometry, Trigonometry and Pre-Calculus

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

This course is intended for students who have a thorough knowledge of analytical geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry. Topics include an extension of elementary functions, limits, continuity, differentiation, integration, sequence and series, and elementary differential equations.

### **STATISTICS AP**

2 semester(s); 1 unit credit

Grade 12

241211

Prerequisite: Algebra II

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

The Advanced Placement Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four major areas of concentration include data explorations, design of experiments, production of models using probability and simulation, and statistical inference. The use of technology will be an integral part of the course.

## MILITARY SCIENCE (JROTC)

### **JROTC I, Grades 9-12**

2 semester(s); 1 unit credit

530901

### **JROTC II, Grades 10-12**

2 semester(s); 1 unit credit

531001

Prerequisite: JROTC I

### **JROTC III, Grades 11-12**

2 semester(s); 1 unit credit

531101

Prerequisite: JROTC II

### **JROTC IV, Grade 12**

2 semester(s); 1 unit credit

531201

Prerequisite: JROTC III

The United States Army's Junior Reserve Officers' Training Corps, or JROTC, is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community and nation. Successful completion of two or more years of JROTC can qualify the student for advanced placement in college ROTC programs or advanced rank when entering military service.

# ORAL COMMUNICATION

## DEBATE I

2 semester(s); 1 unit credit (Full) 130901  
1 semester(s); 1/2 unit credit (Half) 130905  
Grades 9-12

Debate offers an individual a formalized system for handling controversy that cannot be resolved through discussion. The chief characteristic of debate is its provision to disagree according to established rules. Debate teaches the individual to communicate in a skilled manner in order to be able to resolve differences with evidence instead of opinion.

## DEBATE II

2 semester(s); 1 unit credit  
Grades 10-12  
Prerequisite: Debate I 131001

Debate II expresses the same philosophy as Debate I but with more highly developed skills. This full-year course gives additional experience in debating and developing greater analytical skill for students who have successfully completed Debate I.

## ORAL COMMUNICATION I

2 semester(s); 1 unit credit  
Grades 9-12 131301

This course is designed to introduce students to systematic oral skills development. Emphasis will be placed on the basics of speech preparation, interpersonal communication, oral interpretation, parliamentary procedure, and business speech.

## ORAL COMMUNICATION II

2 semester(s); 1 unit credit  
Grades 10-12  
Prerequisite: Oral Communication I 131401

This course is a continuation of Oral Communication I with the addition of more in-depth study in specific areas. Emphasis will be on parliamentary procedure, debate, and dramatics.

## PUBLIC SPEAKING

1 semester(s); 1/2 unit credit  
Grades 9-12 131505

This course is designed to meet the skills needed by students as they move into roles in civic, religious, social, and educational settings. It is intended to prepare the student to formally present an effective speech to an audience.

# PERFORMING ARTS

A student may earn two elective units in band or choral music, but may also meet the requirement for a unit in the arts by taking any course listed in the secondary arts curriculum, which currently includes band or choral music. Therefore, a student may earn three units in band or choral music that would apply toward graduation.

## GENERAL MUSIC

1 semester(s); 1/2 unit credit  
Grades 9-12 640901

General Music is a course designed to develop (1) a broad knowledge and general understanding of the discipline of music, (2) listening skills to hear features of a musical composition, and (3) an appreciation for a broad selection of music.

## BAND

Grades 9-12  
Prerequisite: Audition and Band experience  
Band I  
2 semester(s); 1 unit credit 650901

Band II	
2 semester(s); 1 unit credit	651001
Band III	
2 semester(s); 1 unit credit	651101
Band IV	
2 semester(s); 1 unit credit	651201

### **STAGE BAND**

2 semester(s); 1 unit credit	
Grades 9-12	
Prerequisite: Audition and Band experience	651301

Band will provide a basic introduction to the following instruments: clarinet, saxophone, flute, trombone, drums, and trumpet. The course will enable students to participate in various activities such as marching band and concert band.

### **STRINGS**

2 semester(s); 1 unit credit	
Prerequisite: Audition	
Strings I, Grades 9-12	660901
Strings II, Grades 10-12	661001
Strings III, Grades 11-12	661101
Strings IV, Grade 12	661201

### **CHORAL MUSIC**

2 semester(s); 1 unit credit	
Choral Music I, Grades 9-12	670901
Choral Music II, Grades 10-12	671001
Choral Music III, Grades 11-12	671101
Choral Music IV, Grade 12	671201

Choral Music is designed to develop specialized techniques through participation in unison and part singing, vocalizing, correct vowel formation, and directed listening. In addition, the course is designed to introduce music notation, symbols, and rhythmic patterns; to provide a historical study of music; and to explore careers in music.

### **CHOIR ADVANCED**

2 semester(s); 1 unit credit	
Grades 9-12	
Prerequisite: Choral Music and Audition	671301

### **MUSIC THEORY AND HARMONY/LITERATURE**

2 semester(s); 1 unit credit	
Grades 10-12	
Prerequisite: Choral Music and Audition	681301

This course is designed for the student who is interested in music history and harmony/literature or who is planning to pursue music after high school. It is a survey course which encompasses medieval through contemporary music. It is designed further to give the student study in keyboard, opera, musicals, and careers in music.

## **ADVANCED PLACEMENT FOR MUSIC**

The Advanced Placement Program is a cooperative educational endeavor of the College Board and secondary schools. Based on the fact that many students can complete college-level studies in their secondary schools, the program represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in high schools, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement.

### **MUSIC THEORY AP**

2 semester(s); 1 unit credit	
Grades 10-12	681441

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide. Music Theory AP is designed to be the equivalent of the general music course taken during the first college year. The students will work on an in-depth development in basic terminology and notational skills, writing skills, visual analysis, and aural skills.

# SCIENCE

## **INTRODUCTION TO BIOLOGY**

2 semester(s); 1 unit credit

Grades 9-10

310901

This course is not a required prerequisite for Biology I; however, if selected as a science elective, Introduction to Biology should not be taken after successful completion of Biology I. Concepts covered in this course include scientific problem solving, research, experimental design, laboratory safety, measurement, graphing, characteristics of life, cell structure and function, energy transfer in biological systems, genetics, and diversity of life. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

## **ASTRONOMY**

1 semester(s); 1/2 unit credit

Grades 11-12

Prerequisite: Physical Science or Physics is strongly recommended

301005

The Astronomy course provides opportunities for students to develop and communicate an understanding of astronomy through lab-based activities, mathematical expressions, and concept exploration. Concepts covered in this course include history of astronomy, technology and instruments, Kepler's and Newton's Law, celestial bodies, and other components of the universe. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components this course.

## **\* BIOLOGY I**

2 semester(s); 1 unit credit

Grades 9-12

Prerequisite: 8th grade Integrated Science

311001

Biology I is an introductory, laboratory-based course designed to study living organisms and their physical environment. Students apply scientific methods of inquiry and research in examination of the following topics: chemical basis of life, cell structure, function, and reproduction, energy, molecular basis of genetics, natural selection and diversity, and ecology. Emphasis is on developing the ability to ask questions, to observe, to experiment, to measure, to use technology, to problem solve/reason, to analyze data, and to communicate their findings. Passing score on a State Exit Exam is required for this course.

## **BIOLOGY II**

2 semester(s); 1 unit credit

Grades 11-12

Prerequisite: Biology I; Chemistry I strongly recommended

311301

Biology II is a laboratory-based course that continues the study of life. The units studied include biochemical life processes, molecular basis of heredity, natural selection, behavior patterns, and advanced classification and organism studies. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

## **BIOLOGY II (SOAR)**

2 semester(s); 1 unit credit

Grades 11-12

Prerequisite: Biology I; Chemistry I

311311

Biology II (SOAR) is an accelerated course designed for students who intend to pursue a career in science research. The course focuses on Microbiology, Genetics, Environmental Science, and Zoology. In-depth labs and student generated research projects are emphasized as a part of the course, and students are expected to present their research findings at professional meetings.

## **BIOMEDICAL RESEARCH**

2 semester(s); 1 unit credit

Grades 11-12

311401

Biomedical Research is an inquiry-based, technology-oriented, and laboratory-intensive elective course that prepares students to participate in professional biomedical research activities at the university level.

\*Denotes subject area test required for high school graduation.

Major areas of study include electronic access to international biomedical literature data bases, use of the Internet to communicate with biomedical researchers and other students at remote sites, contemporary ethical considerations in the conduct and publication of research, fundamentals of molecular biology and genetics, classification and nomenclature for organic chemical reactions, and elements of cellular and human physiology. Laboratory exercises concentrate upon the fundamental principles of chromatographic separation, the theory and use of a spectrophotometer, quantitative preparation of organic compounds.

### **SCIENCE FIELD EXPERIENCES**

1 semester(s); 1/2 unit credit  
Grades 10-12

311405

Field Experiences may be added to any high school level science course given a time allotment equivalent to one semester used for laboratory or field-based instruction. Each district creates the curriculum for the course.

### **HUMAN ANATOMY AND PHYSIOLOGY**

2 semester(s); 1 unit credit  
Grades 11-12

Prerequisite: Biology I; Chemistry I strongly recommended

311501

Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Topics covered include the basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems. Laboratory activities, research, the use of technology, and the effective communication of the results through various methods are integral components of the course.

### **ZOOLOGY**

1 semester(s); 1/2 unit credit  
Grades 10-12

Prerequisite: Biology I

311505

Zoology is a laboratory-based course that surveys the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology are investigated. Comparative studies may be addressed during laboratory observations and dissections. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

### **MICROBIOLOGY**

1 semester(s); 1/2 unit credit  
Grades 11-12

Prerequisite: Biology I, Chemistry I

311605

Microbiology is a laboratory-based course that involves investigating microorganisms and the various roles they play in the living world. Topics explored in this class include identifying common microbes, culturing and staining microorganisms, exploring host-microbe relationships and disease processes, and researching microbiology used in industry. Laboratory work involving microscopic investigations and aseptic techniques are emphasized in this course as well as critical thinking, problem solving, and research.

### **GENETICS**

1 semester(s); 1/2 unit credit  
Grades 11-12

Prerequisite: Biology I and Algebra I

311705

Genetics is a laboratory-based course that explores the principles of classical and molecular genetics including the relationship between traits and patterns of inheritance within organisms. Population genetics, genetic variations among individuals, and applications of modern advances in genetics are investigated. Laboratory activities, research, the use of technology, and effective communication of results through various methods are integral components of this course.

### **BOTANY**

1 semester(s); 1/2 unit credit  
Grades 10-12

Prerequisite: Biology I

311905

Botany is a laboratory-based course applying basic biological principles to the study of plants. Topics studied include morphological characteristics of each division and variation in their reproduction, taxonomy, and physiology. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.



## **PHYSICAL SCIENCE**

2 semester(s); 1 unit credit  
Grades 9-12 320901

Physical Science provides opportunities for students to develop and communicate an understanding of physics and chemistry through lab-based activities, mathematical expressions, and concept explorations. Concepts covered in this course include structure of matter, chemical and physical properties and changes, kinematics, dynamics, energy, waves, electromagnetic spectrum, electricity and magnetism. Laboratory activities, the use of technology, and the effective communication of results through various methods are integral components of this course.

## **PHYSICS I**

2 semester(s); 1 unit credit  
Grades 11-12  
Prerequisite: Geometry; Chemistry I strongly recommended  
Corequisite: Algebra II 331301

Physics I is a laboratory-based course that will provide opportunities for students to develop and communicate an understanding of matter and energy through hands-on activities, mathematical expressions and concept exploration. Concepts covered in this course include laws of motion mechanics, electricity, magnetism, light and waves. Laboratory work allows students to observe and analyze physical situations as they relate to physical law and concepts. The use of technology is an integral part of this course.

## **GEOLOGY**

1 semester(s); 1/2 unit credit  
Grades 10-12  
Prerequisite: Biology I, and Physical science or Earth Science 341305

Geology provides opportunities for students to develop and communicate an understanding of the chemical and physical content of the Earth and the changes that can occur through field studies and concept exploration. Concepts covered in this course include Earth's internal components (identification and interaction), plate tectonics, the geological timetable, and Mississippi geological areas. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

## **EARTH AND SPACE SCIENCE**

2 semester(s); 1 unit credit  
Grades 11-12  
Prerequisite: Physical Science is strongly suggested 341411

Earth and Space Science is an introductory, laboratory-based course designed to explore the Earth and Universe. Topics include the composition of the Earth, weathering, plate tectonics, fossils' oceanography, atmospheric phenomena, the water cycle, and planetary and star systems. Laboratory activities, the use of technology, and the effective communication of results through various methods are integral components of this course.

## **ENVIRONMENTAL SCIENCE**

1 semester(s); 1/2 unit credit  
Grades 11-12  
Prerequisite: Biology I; Physical Science/Chemistry I 341405

Environmental Science is a laboratory-based or field-based course that explores ways in which the environment shapes living communities. Interactions of organisms with the environment are emphasized along with the impact of human activities on the physical and biological systems of the earth. Laboratory activities, the use of technology, and the effective communication of results through various methods are integral components of this course.

## **CHEMISTRY**

2 semester(s); 1 unit credit  
Grades 10-12  
Prerequisite: Biology I and Algebra I 351001

Chemistry provides opportunities for students to develop and communicate an understanding of structure, physical and chemical properties, and chemical change. Concepts covered in this course include properties of matter, measurement and use of the International System of Measurement applied to mathematical operations, atomic theory, bonding, periodicity, nomenclature, equations and reactions, stoichiometry of aqueous solutions, thermodynamics, kinetics, equilibrium, oxidation-reduction and electron chemistry, nuclear chemistry, and organic chemistry. Laboratory activities, research, the use of technology, and effective communication of results through various methods are integral components of this course.

## **ORGANIC CHEMISTRY**

1 semester(s); 1/2 unit credit

Grades 10-12

Prerequisite: Biology I and Algebra I

351305

The Organic Chemistry course provides opportunities for students to develop and communicate an understanding of structure, nomenclature, reactions and uses of organic compounds, including polymeric materials. Laboratory experiences allow the student to manipulate compounds, observe change, collect and analyze data, and draw conclusions. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

## **AEROSPACE STUDIES**

1 semester(s); 1/2 unit credit

Grades 11-12

Prerequisite: Chemistry I; Algebra II strongly recommended

341415

The Aerospace Studies provides opportunities for students to develop and communicate an understanding of aerodynamics through lab-based activities, mathematical expressions, and concept exploration. Concepts covered in this course include aerodynamics, instrumentation, aircraft propulsion, navigation, and history of flight. Laboratory activities allow students to observe and analyze aerodynamic situations as they relate to physical laws and concepts. Research, the use of technology, and the effective communication of results through various methods are integral components of this course.

## **SPATIAL INFORMATION SCIENCE**

1 semester(s); 1/2 unit credit

Grades 11-12

Prerequisite:

341515

Spatial Information Science encompasses the principles, theories and applications of spatial information systems (SIS). This course includes the use of SIS to explore, investigate, collect and analyze data, and present findings and recommendations on current problems through groups and individual activities. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

## **FORENSICS**

1 semester(s); 1/2 unit credit

Grades 11-12

Prerequisite: Biology I

300905

Forensic Science is a lab-based semester course designed for only the serious science student. The course will focus on analysis, collection, and identification of categories of evidence, crime scene sketching, blood spatter analysis, fingerprint analysis, forensic toxicology, fire arms trajectory, DNA typing, and questioned documents. Case studies and crime scenarios will be used to develop students' analytical and scientific literacy skills.

# **ADVANCED PLACEMENT FOR SCIENCE**

The Advanced Placement Program is a cooperative educational endeavor of the College Board and secondary schools. Based on the fact that many students can complete college-level studies in their secondary schools, the program represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in high schools, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement. All AP courses are laboratory based.

## **BIOLOGY AP**

2 semester(s); 1 unit credit

Grades 11-12

Prerequisite: Biology I and Chemistry I

311341

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

Biology Advanced Placement is the equivalent of a college introductory biology course usually taken by biology majors during their first year. It is taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

The two main goals of Biology AP are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

### **PHYSICS B AP**

2 semester(s); 1 unit credit

Grades 11-12

Prerequisite: Physics I and Algebra II

331541

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

The Physics B AP laboratory-based course includes topics in both classical and modern physics. A knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems is the major goal of the course. This course provides a foundation in physics for students in the life sciences, pre-medicine and some applied sciences.

### **PHYSICS C AP**

2 semester(s); 1 unit credit

Grades 11-12

Prerequisite: Physics I and Algebra II

331641

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. In this course roughly one-half year is devoted to mechanics. Use of calculus in problem solving and in derivations increases as the course progresses. In the second half-year of the C course, the primary emphasis is on classical electricity and magnetism. Calculus is used freely in formulating principles and in solving problems.

### **CHEMISTRY AP**

2 semester(s); 1 unit credit

Grades 11-12

Prerequisite: Chemistry I and Algebra II

351341

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

Chemistry Advanced Placement is a college level course which includes laboratory experiences developed to enhance the students process skills and critical thinking skills equivalent of the general chemistry course taken during the first college year. All major topics in general chemistry will be covered: structure of matter, state of matter, reactions and descriptive chemistry.

## **SOCIAL STUDIES**

### **AFRICAN AMERICAN STUDIES**

1 semester(s); 1/2 unit credit

Grade 9

401501

This course is designed for high school students who are interested in studying the history of African American people. Students will be engaged in creative research on the lives and works of historical African American figures. The course affords students the opportunity to gain the critical and analytical tools of inquiry that will satisfy the rigorous expectations of a college liberal arts program of study.

### **MISSISSIPPI STUDIES**

1 semester(s); 1/2 unit credit

Grade 9

400905

This survey of Mississippi includes geography, history, government, literature, art, music, and economy. The course traces Mississippi's transition from an agriculture to an industrial society and its effort to expand participation in the political process. It includes the study of the diverse contributions of the citizens of the state.

## **HUMANITIES I**

2 semester(s); 1 unit credit (Full)	401301
1 semester(s); 1/2 unit credit (Half)	401305
Grades 10-12	

This course provides a knowledge base of literature, art, music, dance, drama, and history of an identifiable culture(s) and develops a project each semester that requires a creative presentation related to the culture.

NOTE: This course may be considered as an interdisciplinary course and as such, may be taught in a variety of disciplines (e.g., social studies, English, music, art, drama, etc.)

## **LOCAL CULTURE**

2 semester(s); 1 unit credit	
Grades 11-12	401401

This course is designed to investigate the cultural diversity of Jackson through a study of its history, economics, politics, and geography. Using local culture, literary heritage, and people, the students understand and appreciate the development of their locale. Students utilize local primary resources such as documents and oral histories to research the history of the community surrounding their school.

## **SOCIOLOGY**

1 semester(s); 1/2 unit credit	
Grades 11-12	401405

Students examine what constitutes a society, how societies change, and the individual's role in society. Students will study individual and group behaviors and interactions including the analysis of societal organizations and value systems.

## **MINORITY STUDIES**

1 semester(s); 1/2 unit credit	
Grades 10-12	401505

The students study ethnic and cultural diversity and the desirability of maintaining ethnic identity within the political systems of the common United States culture. Focus is on accomplishments and history of minorities in the U.S. Students gain a greater understanding of the diverse and widespread contributions of all minority groups.

## **SOCIAL STUDIES FIELD EXPERIENCES**

1 semester(s); 1/2 unit credit	
Grades 10-12	401605

This course is offered in combination with another social studies course. This course is used for field-based instruction in social studies (i.e., application of economics, law, sociology, psychology in the work place).

## **WORLD HISTORY**

2 semester(s); 1 unit credit	
Grade 10	411001

This course emphasizes the major turning points in the shaping of modern world history and geography from 1750 to the present. The course focuses on development, connections, and global influences of the Eastern Hemisphere. Europe, Asia, and Africa with connections to the Western Hemisphere.

## **WORLD HISTORY ACCELERATED**

2 semester(s); 1 unit credit	
Grade 10	411051

This course parallels 411001 World History with the addition of extensive reading and writing.

## **\*U.S. HISTORY 1877 TO PRESENT**

2 semester(s); 1 unit credit	
Grade 11	
Prerequisite: World History	411101

This course is the final step in the study of the nation's history and helps students to understand the major turning points in U.S. History from 1877 to the present. Students will understand the chronology and cause and effect of modern events that impacted American history. The course focuses on the role of the U.S. as it made the transition from a young nation to a leading nation in the global arena.

\* Denotes subject area test required for high school graduation.

**\*U.S. HISTORY 1877 TO PRESENT ACCELERATED**

2 semester(s); 1 unit credit  
Grade 11

Prerequisite: B average in all social studies classes 411151

This course parallels 411101 U.S. History; however, more extensive reading and writing will be required of the student.

**BIBLICAL HISTORY OF THE ANCIENT MIDDLE EAST, 2000 BC – 100 AD**

2 semester(s); 1 unit credit  
Grades 11-12

411301

Biblical History of the Ancient Middle East, 2000 BC–100 AD is designed to investigate the history, culture, geography, economics, and political systems of the ancient Middle East. This course requires reading, writing, analyzing, and evaluating. Students participate in oral presentations, cooperative learning activities, and research projects related to the content.

**PROBLEMS IN AMERICAN DEMOCRACY**

1 semester(s); 1/2 unit credit  
Grades 11-12

421405

This course helps students develop an awareness of the problems facing America today. Content will focus on geography, politics, society, science, and technology. Students will gain appreciation of positive resolutions of problems after analyzing issues and situations surrounding the problems.

**U.S. GOVERNMENT**

1 semester(s); 1/2 unit credit  
Grade 12

421205

U.S. Government provides students with an understanding of civic life, politics, and the constitutional process. It also provides a basis for understanding the rights and responsibilities of citizens and a framework for competent and active participation in community affairs. There is an emphasis on discovering community problems and developing meaningful community service projects to help with overcoming these problems.

**LAW RELATED EDUCATION**

1 semester(s); 1/2 unit credit  
Grades 11-12

421305

This course helps students to develop a greater awareness of the legal system as it relates to youth and adults. Students study the organization of the U.S. legal system and the sources of law. Students develop an understanding of family law, tort law and criminal law.

**ECONOMICS**

1 semester(s); 1/2 unit credit  
Grade 12

431205

This course helps students understand the American economic system to include the free enterprise system as well as supply and demand. Students study economic issues related to market economy, business organizations, the GNP, and government.

**WORLD GEOGRAPHY, INTRODUCTION TO**

1 semester(s); 1/2 unit credit  
Grade 9

440905

The students in this course gain an understanding of basic geographical concepts and recognize characteristics of various regions of the world. Students master content and skills by studying the five fundamental themes of geography: (1) location, (2) place, (3) human-environment interactions, (4) movement, and (5) regions.

**WORLD GEOGRAPHY, ADVANCED**

2 semester(s); 1 unit credit  
Grades 10-12

Prerequisite: Introduction to World Geography 441301

This course provides an in-depth study of the regions of the world including the physical, human, economic, and future problems of each. It provides students with the skills to ask and answer geographic questions, acquire,

\*Denotes subject area test required for high school graduation.

arrange, and analyze geographic information. Students master these skills by studying the six essential elements of geographic content: (1) the world in spatial terms, (2) places and regions, (3) physical systems, (4) human systems, (5) environment and society, and (6) the uses of geography. The course of study examines Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

### **PSYCHOLOGY**

1 semester(s); 1/2 unit credit  
Grades 11-12

451305

This course is an introduction to the study of behavior and mental processes. It includes the history and methods of psychology, biological basis of behavior, growth and development, sensation and perception, consciousness, and learning principals and motivation. This course requires extensive reading, writing, and class discussion.

## **ADVANCED PLACEMENT FOR SOCIAL STUDIES**

The Advanced Placement Program is a cooperative educational endeavor of the College Board and secondary schools. Based on the fact that many students can complete college-level studies in their secondary schools, the program represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in high schools, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement.

### **WORLD HISTORY AP**

2 semester(s); 1 unit credit  
Grade 10

411041

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

This Advanced Placement course in World History provides students with the skills to study, analyze, and evaluate then span of World History, beginning with ancient civilizations and continuing to the present. Students relate current events to history and geography being studied.

### **\*U.S. HISTORY AP**

2 semester(s); 1 unit credit  
Grades 11-12

411241

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide and World History.

The Advanced Placement Program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

### **EUROPEAN HISTORY AP**

2 semester(s); 1 unit credit  
Grades 11-12

411341

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

Students will gain knowledge of the basic chronology and major events and trends from approximately 1450 to 1970, that is, from the High Renaissance to the recent past. The entire chronological scope and range of approaches are incorporated throughout the course.

### **U.S. GOVERNMENT AND POLITICS AP**

1 semester(s); 1/2 unit credit  
Grade 12

421245

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

This Advanced Placement course in United States government and politics is designed to give students an analytical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up U.S. political reality.

### **MICRO ECONOMICS AP**

1 semester(s); 1/2 unit credit  
Grade 12

431245

\*Denotes subject area test required for high school graduation.

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide. The course is designed to give students a thorough understanding of the principals of economics as they apply to individual decision makers, both consumers and producers. This course concentrates more on economic theory than application.

**MACROECONOMICS AP**

1 semester(s); 1/2 unit credit

Grade 11-12

Prerequisite: Meet district's entry requirement

431345

Students gain knowledge of the basic chronology and major events and trends from approximately 1450 to 1970, that is, from the High Renaissance to the recent past. The entire chronological scope and range of approaches are incorporated throughout the course.

## CAREER AND TECHNOLOGY EDUCATION

**SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)**

2 semester(s); 1 unit credit

Grades 9-12

731901

Technology Discovery is an action-based, hands-on course in which students work in pairs at individual workstations on instructional modules. In each module students actively participate in experiences using Technological Systems including robots, lasers, biomedical equipment and electronic communication equipment.

## GED EXCEPTIONAL EDUCATION

**GED LITERATURE EX, GRADES 9-12**

2 semester(s)

167880

**GED MATH EX, GRADES 9-12**

2 semester(s)

207880

**GED SCIENCE EX, GRADES 9-12**

2 semester(s)

307880

**GED SOCIAL STUDIES, GRADES 9-12**

2 semester(s)

407880

The GED Literature EX course is designed to offer students the opportunity to make a transition from basic grammar skills and paragraph development to literature evaluation in preparation for passing the GED Test. The GED Math EX course is designed to offer students the opportunity to make the transition from concrete to abstract relationships in preparation for passing the GED Test. Concepts include real numbers, algebraic concepts, geometric principles, ration and proportions, percents, number theory, measurement and number analysis. The GED Social Studies and Science Curriculum are designed to offer students the opportunity to advance their knowledge and prepare for GED mastery in these areas.

## EXCEPTIONAL EDUCATION

**FINE MOTOR SKILLS, GRADE 9**

2 semesters; no unit credit

000980

**FINE MOTOR SKILLS, GRADE 10**

2 semesters; no unit credit

001080

**FINE MOTOR SKILLS, GRADE 11**

2 semesters; no unit credit

001180

**FINE MOTOR SKILLS, GRADE 12**

2 semesters; no unit credit

001280

The Fine Motor Skills course of study is designed for the student who experiences neurological disabilities that encompass a wide range of conditions that affect the brain, the spinal cord, the peripheral nerves that connect the spinal cord to the skin and muscles of the body. This curriculum area targets the skills required to surmount the unique and multiple impacts of brain injury on functioning in academic and nonacademic areas. Specialized techniques for working with students to increase their fine motor skills will be addressed in this course on an individual basis.

**HOUSEHOLD MANAGEMENT EX, GRADE 9**

2 semesters; no unit credit 002980

**HOUSEHOLD MANAGEMENT EX, GRADE 10**

2 semesters; no unit credit 003080

**HOUSEHOLD MANAGEMENT EX, GRADE 11**

2 semesters; no unit credit 003180

**HOUSEHOLD MANAGEMENT EX, GRADE 12**

2 semesters; no unit credit 003280

The Household Management course of study emphasizes the skills needed to select and manage a household. The focus of this course will be the demonstration of knowledge in the maintenance of the exterior and interior of a home, the basic appliance and tools used in a home, and the selection of adequate housing.

**INCLUSION EX**

2 semester(s)  
Grades 9-12 005180

Exceptional Education students enrolled in the Inclusion EX course receive instruction in regular education classes. An assigned exceptional education teacher collaborates with the regular education teachers, provides instructional support (tutorial services), or provides instruction to the exceptional education students in the regular education classes in order for the student to meet course requirements.

**MONITORED/CONSULTATIVE SERVICES**

2 semester(s)  
Grade 9-12 005280

Exceptional education students enrolled in the Monitored/Consultative EX course receive all instruction from regular education teachers. The students must have a current Individual Education Plan (IEP) with appropriate accommodations/modifications to be used by the regular education teachers.

**GROSS MOTOR SKILLS, GRADE 9**

2 semesters; no unit credit 005980

**GROSS MOTOR SKILLS, GRADE 10**

2 semesters; no unit credit 006080

**GROSS MOTOR SKILLS, GRADE 11**

2 semesters; no unit credit 006180

**GROSS MOTOR SKILLS, GRADE 12**

2 semesters; no unit credit 006280

The Gross Motor Skills course of study is designed for the student who experiences neurological disabilities that encompass a wide range of conditions that affect the brain, the spinal cord, the peripheral nerves that connect the spinal cord to the skin and muscles of the body. This curriculum area targets the skills required to surmount the unique and multiple impacts of brain injury on functioning in academic and nonacademic areas. Specialized techniques for working with students to increase their gross motor skills will be addressed in this course on an individual basis.

**COMMUNICATION SKILLS, GRADE 9**

2 semesters; no unit credit 006980

**COMMUNICATION SKILLS, GRADE 10**

2 semesters; no unit credit 007080



**COMMUNICATION SKILLS, GRADE 11**

2 semesters; no unit credit

007180

**COMMUNICATION SKILLS, GRADE 12**

2 semesters; no unit credit

007280

The Communication Skills course of study is designed to facilitate the receptive and expressive language needs of the student with limited speech or non-verbal communication. The goal is to assist the student in exerting some control over his or her environment by making his or her needs, desires, dislikes and confusions clear. This course of study may include an augmentative or alternative means of communication designed to meet the specific needs of the individual student.

**COMMUNITY**

2 semester(s)

Community I – Grade 9

010980

Community II – Grade 10

011080

Community III – Grade 11

011180

Community IV – Grade 12

011280

The Community Curricular Domain includes the acquisition of skills needed to access all community resources including people, places, and activities. Skills needed to access the community environments utilized by the student and his/her family are emphasized. Instruction will also occur in those community environments.

**DAILY LIVING SKILLS**

2 semester(s)

Daily Living Skills I – Grade 9

020980

Daily Living Skills II – Grade 10

021080

Daily Living Skills III – Grade 11

021180

Daily Living Skills IV – Grade 12

021280

Daily Living Skills Curricular Domain includes the acquisition of skills needed for adult living, including independent living, social and communication skills.

Emphasis will be placed on managing personal finances, caring for personal needs, setting goals and decision making, as well as the skills needed in current and future home environments.

**PERSONAL/SOCIAL SKILLS**

2 semester(s)

Personal/Social Skills I – Grade 9

030980

Personal/Social Skills II – Grade 10

031080

Personal/Social Skills III – Grade 11

031180

Personal/Social Skills IV – Grade 12

031280

Personal/Social Skills Curricular Domain includes the acquisition of skills involving independence, self-confidence, self-advocacy, acceptable communication, socially acceptable behavior and maintaining friendships and other interpersonal relationships. These skills allow students to adjust satisfactorily in the community.

**RECREATION AND LEISURE SKILLS EX, GRADE 9**

2 semesters; no unit credit

032980

**RECREATION AND LEISURE SKILLS EX, GRADE 10**

2 semesters; no unit credit

033080

**RECREATION AND LEISURE SKILLS EX, GRADE 11**

2 semesters; no unit credit

033180

**RECREATION AND LEISURE SKILLS EX, GRADE 12**

2 semesters; no unit credit

033280

The Recreation and Leisure Skills course of study emphasizes the acquisition of age-appropriate, enjoyable and preferred activities engaged in by non-disabled age peers in their recreational and/or leisure time. This domain stresses access to age-appropriate community recreational facilities, the constructive use of leisure time and the process of choosing and planning activities, as well as participation in group and individual activities.

**OCCUPATIONAL GUIDANCE AND PREPARATION**

2 semester(s)	
Occupational Guidance and Preparation I – Grade 9	040980
Occupational Guidance and Preparation II – Grade 10	041080
Occupational Guidance and Preparation III – Grade 11	041180
Occupational Guidance and Preparation IV – Grade 12	041280

Occupational Guidance and Preparation curricular domain emphasizes the acquisition of skills for work or other meaningful adult activities (e.g., volunteering) in the community, in accordance with parental and student preferences. IEP activities will be based on the mastery of specified outcomes on actual jobs in the school or community, depending upon the student's age, and instruction will be provided at the actual work sites. As students age, an increasing percentage of their educational day will be spent on activities within the vocational domain and at work sites. The focus of instruction will be preparing the student to enter the adult work force in the most independent and meaningful role possible, including a competitive job role, a supported employment job role, or a role in an alternative meaningful life activity in the community.

**VOCATIONAL SKILLS EX, GRADE 9**

2 semesters; no unit credit	044980
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**VOCATIONAL SKILLS EX, GRADE 10**

2 semesters; no unit credit	045080
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**VOCATIONAL SKILLS EX, GRADE 11**

2 semesters; no unit credit	045180
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**VOCATIONAL SKILLS EX, GRADE 12**

2 semesters; no unit credit	045280
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The Vocational Skills Course of study is designed to provide the student with varied work experiences in the community as well as to stimulate working environments in the school setting so that appropriate work behaviors can be learned.

This course will prepare the student for work, following rules and policies in the work place and demonstrate appropriate interpersonal skills in the workplace. The student will learn strategies to secure employment and know what resources are available to help when assistance is needed. The student will also become aware of specific abilities, interests, and needs and how these relate to future life work.

**LEARNING STRATEGIES/TUTORIAL I, GRADE 9**

2 semester(s)	080980
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**LEARNING STRATEGIES/TUTORIAL II, GRADE 10**

2 semester(s)	081080
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**LEARNING STRATEGIES/TUTORIAL III, GRADE 11**

2 semester(s)	081180
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**LEARNING STRATEGIES/TUTORIAL IV, GRADE 12**

2 semester(s)	081280
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The elective courses vary by school in accordance with each student's Individual Education Plan (IEP). Please see your guidance counselor for the specific offerings at your school.

**EMPLOYMENT ENGLISH I EX, GRADE 9**

2 semester(s)	100980
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**EMPLOYMENT ENGLISH II EX, GRADE 10**

2 semester(s)	101080
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**EMPLOYMENT ENGLISH III EX, GRADE 11**

2 semester(s)	101180
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**APPLIED EMPLOYMENT ENGLISH IV EX, GRADE 12**

2 semester(s)	101280
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The employment English course of study delineates functional content standards necessary for achieving reading,

writing, and language competency in the workplace and in community life. Reading focuses on decoding and comprehending essential information for successful community inclusion; writing emphasizes comprehending and using written information to communicate with others effectively; and language competencies focus on receptive and expressive communication modes, the mechanics, grammar, and usage conventions of standard English. The student is expected to acquire and master the skills in the appropriate mode of communication.

**READING I EX, GRADE 9**

2 semester(s) 110980

**READING II EX, GRADE 10**

2 semester(s) 111080

**READING III EX, GRADE 11**

2 semester(s) 111180

**READING IV EX, GRADE 12**

2 semester(s) 111280

This course reinforces the decoding, fluency and comprehension skills required for reading. It emphasizes “life skills reading” such as using newspapers and magazines to gather needed information, reading to understand directions and instructions, reading and completing business forms (applications, orders, etc). Students are to be taught using age-appropriate materials individualized to the student’s reading level.

**FUNCTIONAL READING EX, GRADE 9**

2 semesters; no unit credit 111980

**FUNCTIONAL READING EX, GRADE 10**

2 semesters; no unit credit 112080

**FUNCTIONAL READING EX, GRADE 11**

2 semesters; no unit credit 112180

**FUNCTIONAL READING EX, GRADE 12**

2 semesters; no unit credit 112280

The Functional Reading Course of study is designed to meet the individual literacy needs of the moderate to severely disabled student that facilitates independence in functional life activities. Multi-sensory programming will be utilized to teach everyday words to the student using short steps and multiple repetitions. The student will be given the opportunity to read common words seen everyday, such as functional signs in the school environment as well as in the community. The student will also learn meaningful words in a variety of everyday settings such as shopping, working and dining out.

**FUNCTIONAL WRITING EX, GRADE 9**

2 semesters; no unit credit 170980

**FUNCTIONAL WRITING EX, GRADE 10**

2 semesters; no unit credit 171080

**FUNCTIONAL WRITING EX, GRADE 11**

2 semesters; no unit credit 171180

**FUNCTIONAL WRITING EX, GRADE 12**

2 semesters; no unit credit 171280

The Functional Writing Course of study is designed to meet the individual writing needs of the moderate to severely disabled student that facilitates independence in functional life activities. Multi-sensory programming will be utilized to teach everyday words to the student using short steps and multiple repetitions. Using assistive technology the student will be given the opportunity to develop writing skills to create lists, retell stories, write a description of language experiences, and write poems and letters for self-expression.

**JOB SKILLS MATH I EX, GRADE 9**

2 semester(s) 200980

**JOB SKILLS MATH II EX, GRADE 10**

2 semester(s) 201080

<b>JOB SKILLS MATH III EX, GRADE 11</b>		
2 semester(s)		201180
<b>APPLIED JOB SKILLS MATH IV EX, GRADE 12</b>		
2 semester(s)		201280
The Job Skills Math course of study engages the student in the acquisition of functional math concepts designed to equip the individual with math skills needed for successful employment and independent living. Content standards include basic math skills such as numerical operations, decimals and fractions, basic geometric concepts, and basic calculator and computer skills. Essential workplace competencies and applications are emphasized as well as independent living needs such as budgeting, personal finance, and banking skills.		
<b>FUNCTIONAL MATH EX, GRADE 9</b>		
2 semesters; no unit credit		203980
<b>FUNCTIONAL MATH EX, GRADE 10</b>		
2 semesters; no unit credit		204080
<b>FUNCTIONAL MATH EX, GRADE 11</b>		
2 semesters; no unit credit		204180
<b>FUNCTIONAL MATH EX, GRADE 12</b>		
2 semesters; no unit credit		204280
The Functional Math Course of study is designed to meet the individual functional math needs of the moderate to severely disabled student. Multi-sensory programming will be utilized to teach everyday math concepts to the student using short steps and multiple repetitions. The student will be given the opportunity to count numbers, identify and count money and make change, as well as identify time to the hour and half hour, according to each student's individual needs. The student will also be given the opportunity to manage personal finances and make responsible expenditure choices.		
<b>LIFE SKILLS SCIENCE I EX, GRADE 9</b>		
2 semester(s)		300980
<b>LIFE SKILLS SCIENCE II EX, GRADE 10</b>		
2 semester(s)		301080
<b>LIFE SKILLS SCIENCE III EX, GRADE 11</b>		
2 semester(s)		301180
<b>APPLIED LIFE SKILLS SCIENCE IV EX, GRADE 12</b>		
2 semester(s)		301280
The Life Skills Science course of study prepares students with disabilities for independent living by providing awareness and acquisition of health care knowledge, personal self-care skills, and basic scientific concepts relevant to productive independent living and employment. This curriculum area targets the skills required to surmount personal social barriers related to disabilities. Although these barriers frequently present employment difficulties, they will be addressed and minimized through concentrated intentional teaching of appropriate behaviors and skill developing through Life Skills Science.		
<b>CAREER PREPARATION I EX, GRADE 9</b>		
2 semester(s)		400980
<b>CAREER PREPARATION II EX, GRADE 10</b>		
2 semester(s)		401080
<b>CAREER PREPARATION III EX, GRADE 11</b>		
2 semester(s)		401180
<b>APPLIED CAREER PREPARATION IV EX, GRADE 12</b>		
2 semester(s)		401280
The Career Preparation (Social Studies) course of study includes community-based instruction that will enable students with disabilities to practice previously learned concepts in an authentic setting. Skills to be developed and applied include community orientation skills, mobility skills, basic geographical concepts, governmental concepts,		

and the individual's role as a citizen in a democratic republic. Instruction in consumer responsibilities enables the young adult to demonstrate basic principles of prudent personal money management, including paying taxes and saving for a planned, secure future.

### **COMPENSATORY READING I**

2 semesters; 1 unit credit

120981

This course is designed to give intensive, specialized reading instruction and/or tutoring to a student who does not perform satisfactorily with regular reading instruction. Flexible adjustment of materials and methods of instruction will be utilized to address the unique needs of the student with an individualized education program.

### **COMPENSATORY READING II**

2 semesters; 1 unit credit

121381

This course is continuation of Compensatory Reading I with the focus on refining reading skills of individual students beginning at their functional level and in accordance with their individualized education program.

### **COMPENSATORY WRITING I**

2 semesters; 1 unit credit

121781

This course is designed for students who need remediation and/or tutoring based on their individualized education program to improve written communication skills.

### **COMPENSATORY WRITING II**

2 semesters; 1 unit credit

121181

This course is a continuation of Compensatory Writing I with the focus on refining writing skills of individual students beginning at their functional level and in accordance with their individualized education program.

## **APAC ACADEMICS**

(Murrah High School)

### **APAC ENGLISH**

In APAC English courses for grades 9-10, students actively engage in the integrated language strands of reading, writing, speaking, and listening. Students continue developing their command of Standard English in speaking and writing. Students study content that is a grade level ahead of the on-level curriculum, including reading multiple novels, doing research, and writing frequent critical analysis of literature across the genres. The Creative Writing elective further develops creative writing and essay writing skills in persuasion, exposition and narrative. (Note: Grade 11 APAC English becomes AP Language and Composition. Grade 12 APAC English becomes AP Literature and Composition.)

### **ENGLISH I APAC**

2 semester(s); 1 unit credit

100991

### **\*ENGLISH II APAC**

2 semester(s); 1 unit credit

101091

### **CREATIVE WRITING APAC**

1 semester(s); 1/2 unit credit

171445

## **APAC MATH**

In APAC Math courses for high school, students move into higher level math courses that prepare them for college and math based careers. Students use skills, textbooks and materials that are ahead of the on-level curriculum, sometimes adding problems taken from PSAT, ACT, SAT, and college textbooks. Emphasis is placed on problem solving and on application of concepts to real life problems. (Note: In grades 11 and 12, APAC Math includes one or more of the following: AP Statistics, AP Calculus, and AP Computer.)

\* Denotes subject area test required for high school graduation.

<b>ANALYTICAL GEOMETRY APAC</b> 2 semester(s); 1 unit credit	221391
<b>ALGEBRA II APAC</b> 2 semester(s); 1 unit credit	211291
<b>TRIGONOMETRY APAC</b> 1 semester(s); 1/2 unit credit	251191
<b>PRE-CALCULUS APAC</b> 1 semester(s); 1/2 unit credit	231191

## APAC SCIENCE

In APAC Science courses for grades 9-11, students actively engage in an in-depth study of a specific course of science. Students work on skills, textbooks and materials that are a grade level ahead of the on-level curriculum, including reading additional texts, doing research, and writing lab reports. Emphasis is placed on continuing to build a strong foundation of content knowledge, scientific inquiry and critical thinking. Students in grades 10-12 have the option of applying for the biomedical research program, known as Base Pair, in which they collaborate with researchers at University Medical Center. (Note: In grades 11-12, APAC Science includes one or more of the following: AP Biology, AP Chemistry, AP and Physics.

<b>*BIOLOGY I APAC</b> 2 semester(s); 1 unit credit	310991
<b>Chemistry I APAC</b> 2 semester(s); 1 unit credit	300790
<b>HUMAN ANATOMY AND PHYSIOLOGY APAC</b> 2 semester(s); 1 unit credit	311591
<b>PHYSICS I APAC</b> 2 semester(s); 1 unit credit	331391
<b>BIOMEDICAL RESEARCH APAC</b> 2 semester(s); 1 unit credit	311391
<b>MOLECULAR BIOLOGY APAC</b> 1 semester(s); 1/2 unit credit	311395
<b>SCIENCE FIELD EXPERIENCES APAC</b> 1 semester(s); 1/2 unit credit	311495

## APAC SOCIAL STUDIES

In APAC Social Studies courses for grades 9-10, students actively engage in the integrated social studies strands of geography, history, politics and economics as applied to a specific time and region of the globe. Students work on skills, textbooks and materials that are a grade level ahead of the on-level curriculum, including reading historical fiction and primary documents, and completing research projects. Emphasis is placed on building a foundation of strong content knowledge, along with critical analysis and application of knowledge to the current world. (Notes: In grade 10, students have the option of taking AP World History. In grade 11, APAC Social Studies becomes AP U.S. History. In grade 12 APAC Social Studies may include one or more of the following: AP Economics, AP Government, AP European History.)

<b>MISSISSIPPI STUDIES APAC</b> 1 semester(s); 1/2 unit credit	400995
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\* Denotes subject area test required for high school graduation.

**WORLD GEOGRAPHY APAC**

1 semester(s); 1/2 unit credit

421395

**WORLD HISTORY APAC**

2 semester(s); 1 unit credit

411091

**APAC PERFORMING & VISUAL ARTS**

(Power)

**VISUAL ARTS**

All APAC Arts classes include instruction in the following; drawing, design painting, printmaking, sculpture, and photography. On the average, each grade level includes 80 contact hours per student in both drawing and design and 40 contact hours per student in each subject area of painting, printmaking, sculpture, and photography annually. All grade levels have equal access to instruction from the 3 full-time artist/instructors.

Art history and art appreciation are taught within the context of each subject area. Visiting artists are a regular component of instruction on each grade level.

APAC art courses are hands-on experiences but reading and written analysis are required components in the curriculum.

**ART I APAC**

2 semester(s); 1 unit credit

Grade 9

Corequisite: Art I Special Course APAC

610991

This course begins the study of the figure as a key component of drawing. Working on location and color in drawing is also included. Style and technique are explored through art history in design. Open air painting and portraiture are introduced. Various techniques for color printmaking are taught. Sculpture explores creative techniques and methods of findings images in ones environment.

**ART II APAC**

2 semester(s); 1 unit credit

Grade 10

Prerequisite: Art I APAC

Corequisite: Art II Special Course APAC

611091

Advanced work with the figure, complex observational studies, and an inquiry into linear perspective form the basis of drawing for this course. Logo design, type, lettering, layout and design in industry is the focus of design instruction. Drapery and the figure is the focus of painting. Printmaking will include advanced techniques in Intaglio printmaking. Sculpture classes will include advanced ceramics as well as mold making and casting. The focus of photography will be in preparing creative work for display.

**ART III APAC**

2 semester(s); 1 unit credit

Grade 11

Prerequisite: Art II APAC

Corequisite: Art III Special Course APAC

611191

Style, theme, and abstraction are the focus of mixed media explorations in drawing. Studies in architecture, illustration, and advertising design are the focus for design. Media experiments with airbrush are also included in design as well as an introduction to portfolio preparation. Printmaking explores a variety of color printmaking processes including silk-screening. Realism is the focus of advanced studies in painting. The focus of sculpture is on figurative art, especially on understanding the human need.

**ART IV APAC**

2 semester(s); 1 unit credit

Grade 12

Prerequisite: Art III APAC

Corequisite: Art IV Special Course APAC

611291

Independent projects in advanced studio practices are the focus for this course designed to meet the needs of highly motivated students. Portfolio development, scholarship applications, and slide preparation is the goal of work in

drawing, design, or photography. Portraiture, large scale works, murals, and group collaboration are the focus of painting. Advanced study in printmaking include lithography and an examination of printing in business. Students also participate in internships selected for their interests.

**ART I SPECIAL COURSE APAC**

2 semester(s); 1 unit credit  
Grade 9

610994

**ART II SPECIAL COURSE APAC**

2 semester(s); 1 unit credit  
Grade 10

611094

**ART III SPECIAL COURSE APAC**

2 semester(s); 1 unit credit  
Grade 11

611194

**ART IV SPECIAL COURSE APAC**

2 semester(s); 1 unit credit  
Grade 12 611294

Art Special Course APAC must be taken in conjunction with the corresponding Art APAC course.

## DANCE

The APAC dance program includes classical ballet, modern dance, and jazz techniques. Studies encompassed within each discipline are technique, fundamentals of movement, musicality, pointe, composition, and performance. Each unit of this curriculum is interrelated and ongoing. Mastery of requirements in each level is prerequisite to advancement.

Intermediate and advanced level dancers are expected to be proficient at their level of expertise. Students are required to attend, critique, and participate in dance performances. Students attend class daily.

**DANCE I APAC**

2 semester(s); 1 unit credit  
Grade 9

Corequisite: Performing Arts Dance I APAC

620991

This level is structured to stimulate the body for efficient action by developing balance and general coordination. The scope of the students movement will be enlarged by teaching preparatory techniques and methods.

**DANCE II APAC**

2 semester(s); 1 units credit  
Grade 10

Prerequisite: Dance I APAC

Corequisite: Performing Arts Dance II APAC

621091

The emphasis of this level is to introduce proper placement within ballet, modern, and jazz techniques while developing an awareness of space and rhythm.

**DANCE III APAC**

2 semester(s); 1 unit credit  
Grade 11

Prerequisite: Dance II APAC

Corequisite: Performing Arts Dance III APAC

621191

The student will build on previous work by mastering the already known vocabulary and adding more advanced movements in each discipline of dance. Theory, dance history, and beginning pointe work will now be introduced.

**DANCE IV APAC**

2 semester(s); 1 unit credit  
Grade 12

Prerequisite: Dance III APAC

Corequisite: Performing Arts Dance IV APAC

621291

This level builds on previous work while learning and perfecting more difficult movements in each discipline of dance.



Composition and performance are highly emphasized at this level. Students will be required to create choreography and choose music for performance material.

**PERFORMING ARTS DANCE I APAC**

2 semester(s); 1 unit credit  
Grade 9

620994

**PERFORMING ARTS DANCE II APAC**

2 semester(s); 1 unit credit  
Grade 10

621094

**PERFORMING ARTS DANCE III APAC**

2 semester(s); 1 unit credit  
Grade 11

621194

**PERFORMING ARTS DANCE IV APAC**

2 semester(s); 1 unit credit  
Grade 12

621294

Performing Arts Dance APAC must be taken in conjunction with the corresponding Dance APAC course.

## THEATRE ARTS

The APAC Theatre Arts Senior High Program is a highly specialized program in which a student is exposed to the diverse array of the world of theater including dramatic literature, theory, history, technical components and a variety of performance skills. The curriculum is designed to be taught in four-year cycles. Each year encompasses twelve units which are taught to students on a rotating basis.

Since Theatre Arts auditions and welcomes new students every year, the only pre-requisite for admission during any year of the cycle is scoring above the established cut-off score during the audition process.

**THEATRE INTRODUCTION APAC**

2 semester(s); 1 unit credit  
Grade 9

Corequisite: Performing Arts Theatre I APAC

630991

Students will explore the relationships between theatre history in conjunction with cultural evolution and the broad development of indigenous dramatic literature in various genre. They will discover that theatre is an art form that enhances basic life skills through stimulation of creative thinking and problem solving. Students will develop a deeper understanding of personal commitment, cooperative work, and goal setting.

**THEATRE II APAC**

2 semester(s); 1 unit credit  
Grade 10

Prerequisite: Theatre Introduction APAC

Corequisite: Performing Arts Theatre II APAC

631091

Theatre II APAC continues to explore the theatrical process as an art form. Students will have the opportunity to build on skill learned in Theatre Introduction APAC. Utilizing a study of the traditional modes of theatre, students will focus on designing, creating, and performing from original and published works.

**THEATRE III APAC**

2 semester(s); 1 unit credit  
Grade 11

Prerequisite: Theatre II APAC

Corequisite: Performing Arts Theatre III APAC

631191

Theatre III APAC is designed to enable students who are interested in the theatre arts to continue exploring and perfecting their abilities.

Students will concentrate on theatre professionals (director, actor, designer) recognizing the roles of and contributions made to areas of production, theatre technology, acting, dramatic criticism, and theatre history.

**DRAMATIC CRITICISM AND PERFORMANCE APAC**

2 semester(s); 2 units credit

Grades 9-12

Prerequisite: Theatre III APAC

Corequisite: Theatre Production APAC

631291

Dramatic Criticism and Performance is designed to enable students who are interested in theatre arts to pursue and in-depth exploration of the interrelationships of play writing, aesthetics, criticism, and performance. Theatre architecture and its impact on the relationship between actor and audience is explored.

**PERFORMING ARTS THEATRE I APAC**

2 semester(s); 1 unit credit

Grade 9

630994

In a studio setting students will explore the role and skills required of the professional actor with regards to audition, resume, physical, and vocal training, improvisation, contemporary, and historical schools of acting technique and acting for stage, radio, and television.

**PERFORMING ARTS THEATRE II APAC**

2 semester(s); 1 unit credit

Grade 10

631094

Students will build on previous work in Theatre II in a studio/practicum setting. They will conduct an in-depth exploration of the world of technical theatre. Areas of investigation include design theory, color technique, analysis of dramatic literature with respect to design, research skills, period style, set and model design/construction, costume history, design and construction, makeup design and execution and props construction.

**PERFORMING ARTS THEATRE III APAC**

2 semester(s); 1 unit credit

Grade 11

631194

This course is designed to enhance and extend an actors repertory of skills introduced in previous acting studio. While technique training continues, highly specialized acting areas of historical and ethnic acting styles, acrobatics, stage combat, juggling, mime, commedia, puppetry, dance, and story-telling are introduced.

**THEATRE PRODUCTION APAC**

2 semester(s); 1 unit credit

Grade 12

631294

This course is designed to provide students with a complex, in-depth learning experience incorporating skills from all previous theatre arts courses. Emphasis is on the confluence of all production aspects of theatre arts (managing, directing, acting, design, and application) in the production of live performance.

**MUSIC****MUSIC INSTRUMENTAL I APAC**

2 semester(s); 1 unit credit

Grades 9-12

Corequisite: Music Theory and Harmony/Literature APAC I

650991

**MUSIC INSTRUMENTAL II APAC**

2 semester(s); 1 unit credit

Grade 10

Prerequisite: Music Instrumental I APAC

Corequisite: Music Theory and Harmony/Literature APAC II

651091

**MUSIC INSTRUMENTAL III APAC**

2 semester(s); 1 unit credit

Grade 11

Prerequisite: Music Instrumental II APAC

Corequisite: Music Theory and Harmony/Literature APAC III

651191

**MUSIC INSTRUMENTAL IV APAC**

2 semester(s); 1 unit credit

Grade 12

Prerequisite: Music Instrumental III APAC

Corequisite: Music Theory and Harmony/Literature APAC IV 651291

Students study scales, learn small group rehearsal techniques, begin to build a classical and jazz repertoire, work on performance techniques, and learn sight-reading and improvisation techniques. More advanced students are encouraged to take lead roles in our ensembles and to seek more solo opportunities. Juniors and seniors strive to develop their scales and repertoire to a professional level and prepare for college or professional auditions. Acceptance and curriculum entry level are determined by audition. This course must be taken concurrently with APAC Music Theory and Harmony/Literature APAC.

**PIANO I APAC**

2 semester(s); 1 unit credit

Grade 9

Corequisite: Music Theory and Harmony/Literature APAC I 660991

**PIANO II APAC**

2 semester(s); 1 unit credit

Grade 10

Prerequisite: Piano I APAC

Corequisite: Music Theory and Harmony/Literature APAC II 661091

**PIANO III APAC**

2 semester(s); 1 unit credit

Grade 11

Prerequisite: Piano II APAC

Corequisite: Music Theory and Harmony/Literature APAC III 661191

**PIANO IV APAC**

2 semester(s); 1 unit credit

Grade 12

Prerequisite: Piano III APAC

Corequisite: Music Theory and Harmony/Literature APAC IV 661291

This course must be taken concurrently with Music Theory and Harmony/Literature APAC.

Placement of the student depends upon audition and grade-point average.

Emphasis is upon developing and refining performance skills through building of technique and repertoire with frequent performances in a wide variety of settings. Classical music is stressed, with improvisation and jazz incorporated as well. Accompanying and ensemble collaborations are encouraged. Guest artists and masters classes are a regular feature of this course.

**VOICE CHORAL ENSEMBLE I APAC**

2 semester(s); 1 unit credit

Grade 9

Corequisite: Music Theory and Harmony/Literature APAC I 670991

**VOICE CHORAL ENSEMBLE II APAC**

2 semester(s); 1 unit credit

Grade 10

Prerequisite: Voice Choral Ensemble I APAC

Corequisite: Music Theory and Harmony/Literature APAC II 671091

**VOICE CHORAL ENSEMBLE III APAC**

2 semester(s); 1 unit credit

Grade 11

Prerequisite: Voice Choral Ensemble II APAC

Corequisite: Music Theory and Harmony/Literature APAC III 671191

**VOICE CHORAL ENSEMBLE IV APAC**

2 semester(s); 1 unit credit

Grade 12

Prerequisite: Voice Choral Ensemble III APAC

Corequisite: Music Theory and Harmony/Literature APAC IV

671291

Overall emphasis is placed on the development of tone production techniques. Students are introduced to music reading skills and sight-singing. Students receive training in both ensemble and solo singing. Basic vocal anatomy and stage presence are stressed. More advanced students receive additional training in diction by use of the International Phonetic Alphabet, and are encouraged to seek other solo opportunities. The development of ability to sing with correct diction in at least one language other than English is emphasized. Juniors and Seniors begin building solo repertoire for college or professional auditions. Acceptance and placement level is determined by audition. This course must be taken concurrently with Music Theory and Harmony/Literature APAC.

**MUSIC THEORY AND HARMONY/LITERATURE I APAC**

2 semester(s); 1 unit credit

Grade 9

680991

**MUSIC THEORY AND HARMONY/LITERATURE II APAC**

2 semester(s); 1 unit credit

Grade 10

681091

**MUSIC THEORY AND HARMONY/LITERATURE III APAC**

2 semester(s); 1 unit credit

Grade 11

681191

**MUSIC THEORY AND HARMONY/LITERATURE IV APAC**

2 semester(s); 1 unit credit

Grade 12

681291

This course must be taken concurrently with Music Instrumental APAC, Voice Choral Ensemble APAC, and/or Piano APAC. Placement of the student depends upon pre-test after acceptance into one of the above courses by audition.

In Music Theory and Harmony, the focus is on acquiring, developing, and refining skills and knowledge in the fundamentals of music in written, aural, rhythm, sight-singing, and keyboard areas, with preparation for college theory a priority.

In Music Literature, the emphasis is on developing and refining vocabulary and listening skills and broadening cultural perspectives through exposure to and analysis of classical music, jazz, and ethnic music.

## HEALTH-RELATED PROFESSIONS

(Murrah High School)

**HEALTH SCIENCE ORIENTATION**

1 semester(s); 1 unit credit

Grade 9

310931

Health Science orientation is a survey course, which is a required course for all ninth-grade students. The course will explore the health care system through an investigation of the history of medicine, medical ethics, and preventive medicine. The student will develop an appreciation for an understanding of technical advances and the human dimension in the biomedical field by studying the historical context from which current medical practices evolved.

**HEALTH CARE SCIENCE**

1 semester(s); 1 unit credit

Grade 10

311034

This course provides an in-depth study of anatomy and physiology and is taught to help the students understand the relationship between health and disease. Additionally, job-seeking skills, along with professional work ethics and effective communication, are emphasized to increase the student's marketability in the health care services.

**INTENSIVE MEDICAL LAB**

1 semester(s); 1 unit credit

Grade 11 311131

A major objective of this course is to provide hands-on experience conducting, analyzing, formulating, and evaluating medical laboratory procedures. Students will review safety and first aid principles utilized in the laboratory with 100% accuracy. Various tests will be conducted throughout this course.

**CLINICAL INTERNSHIP I**1 semester(s); 1 unit credit  
Grade 12

311234

**CLINICAL INTERNSHIP II**2 semester(s); 2 units credit  
Grade 12

311239

Students will be transported to and from local hospitals for on-site clinical internships. The students will rotate to various departments within the hospital (dependent upon their area of interest). This course will be offered as a one or two semester course depending upon graduation criteria being met and upon the student's interest in the internship.

**INTERNATIONAL BACCALAUREATE**(offered at Jim Hill High School)  
Grades 9-10**Language A – English**

Studying language A is essential for any student engaged in the Middle Years Program, as it provides an academic rigor with its own subject group and also crosses the boundaries of the traditional disciplines. The study of language A has a double role to play – as the basic tool of communication and as a vehicle to study various forms of expression – from fulfilling cultural and intercultural roles to deepening the student's understanding of human nature and value. The course will encourage reading for enjoyment, understanding and appreciation for one's own culture as well as others, and teach students how to use the English language with enjoyment as a vehicle for thought, creativity, learning, and self-expression, as well as how to develop a critical approach to literature.

**MYP ENGLISH I 9**

2 semester(s); 1 unit credit

100971

**\*MYP ENGLISH II 10**

2 semester(s); 1 unit credit

101071

*Note: MYP English II is of comparable rigor and content as the state's required course, English II. \*Denotes subject area test required for high school graduation.*

**Language B – Foreign Language**

The primary aim of language B is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism. Learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject area, as well as giving the student the enjoyment of being able to communicate in a language other than their mother tongue. The study of language B aims to encourage in the student a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.

**MYP FRENCH II 9**

2 semester(s); 1 unit credit

821371

**MYP FRENCH III 10**

2 semester(s); 1 unit credit

821174

**MYP SPANISH II 9**

2 semester(s); 1 unit credit

810971

**MYP SPANISH III 10**

2 semester(s); 1 unit credit

811071

\* Denotes subject area test required for high school graduation.

## HUMANITIES – SOCIAL STUDIES

The aim of humanities (social studies) is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. Humanities aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological, and cultural.

### **MYP U.S. GOVERNMENT 9**

2 semester(s); 1 unit credit

420975

### **MYP WORLD HISTORY 10 (F)**

2 semester (s); 1 unit credit

411071

### **MYP WORLD GEOGRAPHY 10**

1 semester(s); ½ unit credit

441075

*Note: MYP U.S. Government is of comparable rigor and content as the state's required course, U.S. Government. As required by the International Baccalaureate Organization (IBO), this course includes study of the state's required course, World Geography. This tenth grade course is of comparable rigor and content as the state's required courses, World History and World Geography.*

## MATHEMATICS

Mathematics plays an essential role both within the school and society. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Moreover, understanding and being able to use mathematics with confidence is not only an advantage in school but also a skill for problem solving and decision-making in everyday life. IB mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

### **MYP GEOMETRY 9**

2 semester(s); 1 unit credit

221071

### **MYP ALGEBRA II 10**

2 semester(s); 1 unit credit

211171

## SCIENCES

In this rapidly changing world, education should prepare students for life in the twenty-first century. The course must be relevant to the interests of the students, providing them with opportunities to explore the role of science in historical and contemporary contexts. The science courses offered aim to help students appreciate the links between science and everyday life as well as the dynamic interactions between science and society.

### **MYP CHEMISTRY 9**

2 semester(s); 1 unit credit

351071

### **\*MYP BIOLOGY I 10**

2 semester(s); 1 unit credit

310971

*Note: MYP Biology I is of comparable rigor and content as the state's required course, Biology I. \*Denotes subject area test required for high school graduation Technology*

## ARTS AND ELECTIVES

The arts are a form of human expression through activity. They contribute to a school curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking, and creating are combined in a powerful form of visual, aural, and tactile affective communication. Through the arts, students working both cooperatively and individually have opportunities to research, identify, and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate artwork. This course encourages students to see the arts as a powerful medium for the exploration of the human condition, our society, and our world.

### **MYP ART I 9**

2 semester(s); 1 unit credit 610971

### **MYP ART II 10**

2 semester(s); 1 unit credit 611071

### **IB ART SPECIAL (same course code as regular Art Special course)**

1 semester; ½ unit credit 611305

For additional courses offered, please see the MYP Coordinator of Jim Hill High School.

## TECHNOLOGY

The technology subject group is essentially concerned with solving problems in an effort to stimulate students' ingenuity and to encourage them to combine intellectual talents and practical skills. Schools are granted flexibility in the choice of technology subjects, but each course provides a balance between three key areas: systems, information, and materials. In particular, students are encouraged to display ingenuity and creativity in devising practical solutions to given tasks. Students use the design cycle to: investigate, design, plan, create, and evaluate. This subject area is valuable for reinforcing and integrating skills learned in other disciplines, especially in the presentation and handling of data and the processes involved in the design and manufacture of a product. At the same time, it fosters awareness of the social and ethical implications of technological development.

### **MYP TECHNOLOGY IV 9**

2 semester(s); 1 unit credit 730975

### **MYP TECHNOLOGY V 10**

2 semester(s); 1 unit credit 730175

## HEALTH AND PHYSICAL EDUCATION

The aim of physical education is to facilitate physical, intellectual, emotional, and social development, as well as cultivate a healthy and active lifestyle for students. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and to learn about the nature of physical fitness. This subject area also serves to promote intercultural awareness, since physical education is a reflection of elements of history, culture and values. It also enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and team work.

### **MYP HEALTH/PHYSICAL EDUCATION IV 9**

1 semester(s); 1/2 unit credit  
Grades 9 510975

The contents of this course comprises the study of all the actions performed in all the sports, games, and movement activities that are currently practiced in the context of a culture. It emphasizes knowledge and attitudes as much as motor social skills.

### **MYP HEALTH/PHYSICAL EDUCATION V 10**

1 semester(s); 1/2 unit credit

Grades 10

511075

The content of this course comprises the study of all the actions performed in all the sports, games, and movement activities that are currently practiced in the context of a culture. It emphasizes knowledge and attitudes as much as motor social skills.

## **GENERAL KNOWLEDGE**

### **MYP INQUIRY SKILLS**

2 semesters; 1 unit credit

Grade 9 only

001175

The Inquiry Skills course is a year-long course required of all students enrolled in the IB program. The major focus is to teach students to function successfully in the writing and research involved in all IB courses. Students will expand their vocabulary in a structured classroom setting that focuses not only on meanings of words but also word derivation – Greek and Latin roots, prefixes, and suffixes. Students will also be trained in the art of oral communication through formal and informal presentations that are post-writing activities.

### **MYP ANALYTICAL READING AND REASONING 10**

2 semester; 1 unit credit

Grade 10 only

001075

This course presents a formal approach to developing in students the cognitive skills that are keys learning from written material. The focus of the course will be to direct students' abilities to process information in a logical way and to make judgments and decisions based upon data.

## **IB DIPLOMA PROGRAM**

(offered at Jim Hill High School)

Grades 11-12

Successful Diploma candidates must meet three requirements in addition to the six subjects:

### **CREATIVITY, ACTION, SERVICE (CAS) PROGRAM**

While the Creativity and Action component of CAS can be largely met through curricular and extracurricular programs, the Service component is the responsibility of the student. Each diploma candidate must complete 150 hours, at least 50 of which should be community service, during the last two years (and summer) of high school. The services may be rendered individually or in groups. Information about service opportunities is available from the CAS Coordinator at Jim Hill High School. The candidate must submit plans for these important projects to the CAS Supervisor for approval prior to undertaking them.

### **EXTENDED ESSAY (EE)**

The extended essay (about 4,000) words, is defined as an in-depth study of a limited topic chosen from one of the six groups of the IB curriculum. It is designed to provide the candidate the opportunity to engage in independent research. Students are encouraged to pursue an area of special interest to them. In the second semester of the junior year, the student decides on a topic and seeks the sponsorship of a faculty mentor. Students are expected to begin work on the project during the junior year and continue during the following summer under the supervision of a mentor. The mentor and student will create a timetable for the essay's completion, which takes into account the rising senior's academic load, college application process and other time constraints. The extended essay is submitted at the end of the first semester of the senior year.



# TECHNICAL AND WORKPLACE WRITING

## TECHNICAL AND WORKPLACE WRITING II

2 semester(s); 1 unit credit

Grade 11 *only*

171505

This course focuses on the variety of kinds of written communications currently occurring in a variety of workplaces and careers. In this course, students examine actual examples of written materials produced to communicate within the workplace as well as outside the workplace for the customer and general public. Through reviewing examples and through instructions, students will gain a sense of general principles of communication, learn how audience and purpose shape of the form and contents of the written piece, and discern how organization, wording, accuracy and specificity of details, typography, visuals, designs, grammar, usage, and mechanics contribute to effective communication. Since conveying information is at the heart of much of workplace and technical writing, students will practice gathering information through research as well as communicate information through various kinds of writing.

## THEORY OF KNOWLEDGE (TOK)

### DP THEORY OF KNOWLEDGE 12

2 semesters; 1 unit credit

Grade 12 *only*

001271

Theory of Knowledge (TOK) course is a year-long course taken during the senior year. The TOK student examines the philosophical framework of each academic discipline while learning to reflect critically and logically on ideas originating in the other courses.

## DEBATE

### DEBATE II 12

2 semesters; 1 unit credit

Grade 12 *only*

131001

Debate II builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, and analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skills in debate helps the individual to think logically, clearly, and quickly; and it makes a student able to identify flawed reasoning and argue persuasively. It also contributes to the student's understanding of himself and his confidence in his own ability to analyze issues. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver. Students will participate in more of these strategies and do research and case writing for more topics.

## LANGUAGE A – ENGLISH

At the DP level, the language A program is primarily a pre-university course of study in literature. These courses encourage students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. Literature is concerned with our conceptions, interpretations, and experiences of the world.

The study of literature, therefore, can be seen as a study of all of the complex pursuits, anxieties, joys and fears that human beings are exposed to in their daily lives.

It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art that requires the clear expression of ideas both orally and in writing. Students who successfully complete this course of study will sit for the HL IB language A exam in the spring of their senior year.

### DP English III – HL 11

2 semesters; 1 unit credit

101171

**DP English IV – HL 12**

101271

2 semesters; 1 unit credit

**LANGUAGE B – FOREIGN LANGUAGE**

Language B is a foreign language course of study designed for students with some previous experience in either the French or Spanish languages. The main focus of language B is on language acquisition and development in the four primary language skills: listening, speaking, reading, and writing. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. Course material will be chosen to enable students to develop mastery of language skills. Successful language B students will not only learn and assimilate basic language structures but will be able to use the language in a range of situations and purposes for which and in which the language is used. Language B students learning how to communicate effectively in a number of situations and within the culture(s) where the language is spoken. Students who successfully complete this course of study will sit for the SL IB language B exam in the spring of their senior year.

**DP FRENCH IV – SL 11**

821174

2 semesters; 1 unit credit

**DP FRENCH AB INITIO I – SL 11**

811171

2 semesters; 1 unit credit

**DP SPANISH IV – SL 11**

811174

2 semesters; 1 unit credit

**DP SPANISH AB INITIO I – SL 11**

811171

2 semesters; 1 unit credit

**DP FRENCH V – SL 12**

821274

2 semesters; 1 unit credit

**DP FRENCH AB INITIO II – SL 12**

821271

2 semesters; 1 unit credit

**DP SPANISH V – SL 12**

811274

2 semesters; 1 unit credit

**DP SPANISH AB INITIO II SL 12**

811271

2 semesters; 1 unit credit

**INDIVIDUALS AND SOCIETIES – HISTORY AND PSYCHOLOGY**

The study of history from an international perspective is increasingly important today. In the contemporary context, one of globalization and technological development, different cultures and societies are increasingly in contact and interdependent. Now, more than ever, there is a need for an understanding of the present as well as the past.

The aim of history in the DP is to explain trends and developments, continuity and change through time and through individual events. The courses are concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural. Students who successfully complete this course of study will sit for the HL IB history exam in the spring of their senior year.

**\*DP HISTORY OF THE AMERICAS I – HL 11**

411171

2 semesters; 1 unit credit

**DP HISTORY OF THE AMERICAS II – HL 12**

411271

2 semesters; 1 unit credit

*Note: DP History of the Americas I is of comparable rigor and content as the state's required course, U.S. History 1877 to Present. \*Denotes subject area test for graduation.*

Psychology is most appropriately defined as the systematic study of behavior and experience. Its historical development, however, has witnessed several difficulties in arriving at a precise clarification of its subject matter and methodological focus. Psychology has taken a leading role in the investigation of the relationship between physiological processes and human experience. For example, recent discoveries in the human genome project have supported current research into the relationship between humans and non-human animals. Research in each of these areas (the relationship between physiological processes and human experience, and the relationship between humans and non-humans) tends to raise crucial ethical issues, including those associated with determinism and reductionism. This psychology courses addresses these complex issues so that students can develop a greater understanding of themselves and others. It therefore offers the opportunity to focus on individuals and societies in the context of a social science, which is an integral part of the DP. Students who successfully complete this course will sit for the SL IB psychology exam in the spring of their senior year.

**DP PSYCHOLOGY – SL 11 (serves as AP Psychology)**

451371

2 semesters; 1 unit credit

Grade 11 only

## EXPERIMENTAL SCIENCES

In the Experimental Sciences course of study, students will become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it will generally involve the formation, testing and modification of hypotheses through observation and measurement, under the controlled conditions of an experiment. It is this approach, along with the falsifiability of scientific hypotheses, that distinguishes the experimental sciences from other disciplines and characterizes each of the subjects within group 4. Students who successfully complete this course of study will sit for the HL biology exam in the spring of their senior year.

**DP BIOLOGY I – HL 11**

311171

2 semesters; 1 unit credit

**DP BIOLOGY II – HL 12**

311271

2 semesters; 1 unit credit

## MATHEMATICS AND COMPUTER SCIENCE

This two-year course of mathematics studies is designed to provide a realistic course of study for students with varied backgrounds and abilities. The skills needed to cope with the mathematical demands of a technological society are developed, and emphasis is placed on the application of mathematics to real-life situations. A substantial piece of personal research, in the form of a statistical project, is a requirement of this program.

Students who successfully complete this course will sit for the SL IB Mathematical Studies exam in the spring of their senior year. *Please note: A limited number of graphing calculators will be available for students to use during class time; parents should purchase graphing calculators for students to use at school, as well as at home to complete homework and assigned projects.*

*Students are required to use graphing calculators throughout their high school years. Students are not allowed to “check out” calculators for at home use.*

**DP MATH STUDIES I – SL 11**

201171

2 semesters; 1 unit credit

**DP MATH STUDIES II – SL 12**

201271

2 semesters; 1 unit credit

Computer science involves solving problems using computers. Therefore a full understanding of logical problem solving is required as well as a detailed knowledge of how computers operate. Successful computerized systems result from: a clear understanding of the problem to be solved; appropriate use of hardware based on a detailed knowledge of its capabilities and limitations; efficient use of algorithms and data structures; thorough and logical design; careful testing and integration of all these components.

Students of DP computer science are guided by problem-solving strategies that will be continually reinforced in their coursework. Students who successfully complete this course will sit for the AP Computer Science A exam.

**IB COMPUTER SCIENCE A** (*serves as AP Computer Science A*)  
 2 semesters; 1 unit credit  
*Offered grades 11-12*

911341

## ARTS ELECTIVES

*(Students may enroll in an additional language B or a second subject from Group 3 or 4.)*

Art, including artistic theories and practices, is a cultural manifestation. As culture itself has changed, with distinctions increasingly blurred, many of the divisions between traditional and contemporary forms of art have broken down. Learning and practice in visual arts today invariably extend beyond traditional boundaries to connect many areas of study and human experience through collaborative, as well as individual, production and interpretation. Artistic learning requires a high level of cognitive activity that is both intellectual and emotional. For students to communicate visually, they must locate themselves within a cultural context, or contexts, from which to discover and develop appropriate techniques. The study of the arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world. Students who successfully complete this course of study will sit for the SL IB arts exam in the spring of their senior year.

**DP ART III SL 11**

2 semester(s); 1 unit credit

611171

**DP ART IV SL 12**

2 semester(s); 1 unit credit  
 Grade 12

611271

*For additional elective course offerings, please see the DP Coordinator of Jim Hill High School.*

## IB EXAMS AND WEIGHT OF IB COURSES

IB exams are administered to all IB DP students. To pass the exams, students must score at least a 4 or better. Scores on IB exams do not influence a student's grade point average (GPA)\*; however, courses with Carnegie units for IB students in grades 8-12 receive more weight than regular course grades. In calculating high school GPAs, a "B" in an IB course is counted as an "A," a "C" is counted as a "B," and so on.

IB COURSES			REGULAR COURSES		
Letter Grade	Score	Quality Points	Letter Grade	Score	Quality Points
A	100-90	5.0	A	100-90	4.0
B	89-80	4.0	B	89-80	3.0
C	79-70	3.0	C	79-70	2.0
D	69-60	2.0	D	69-60	1.0
F	59 - below	0.0	F	59 - below	0.0

## Letter of Commitment for the International Baccalaureate (IB) Program

The IB program requires a high degree of commitment to academic work from students, as well as their families. IB courses are among the most rigorous and academically challenging courses students may experience in JPS. Therefore, students and parents should carefully discuss the commitments required to succeed in these demanding courses. Students should demonstrate a history of academic achievement and should be analytical, critical thinkers, as well as be able to read extensively, write clearly, and express themselves competently. The IB program combines advanced content knowledge with a focus on the development of critical thinking and an appreciation of global issues. IB students are required to be proficient in a second language by the time they complete the Diploma Program (DP). In addition to rigorous course work, students are required to complete community service work. Earning an IB diploma requires a multiyear commitment across disciplines. Parents and students must sign this letter of commitment before students are enrolled into IB courses.

IB classes are an extension of the regular course curriculum with added rigor, extended lesson content, and increased course work to be completed by students outside of the standard school day. The IB program provides greater opportunity for in-depth pursuit of a topic and greater emphasis on deep understanding than on the acquisition of information. IB courses prepare students for college-level course work while simultaneously addressing the state's curricular requirements and prepare students for the IB exams taken at the completion of the Diploma Program. Many colleges and universities in the U.S. and throughout the world have an IB policy granting incoming students credit, placement, or both on the basis of their IB exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying IB exam grades. Student willingness to meet the demands of these challenging courses bring great rewards. Students are able to:

- Earn college credit (if they receive qualifying scores on the IB exams)
- Demonstrate to colleges and universities an ability to succeed in rigorous academics
- Take the kind of course they will face in college

By signing this letter of commitment, you indicate recognition of the expectations and opportunities of the IB program. *Note: Students withdrawing from the IB program or any IB course relinquish IB standing and must enroll in the required on-level academic courses for JPS graduation; these courses include, but are not limited to, Employability Skills: Advanced Seminar and other on-level academic courses required by the state of Mississippi for English, mathematic, science, and social studies. For additional information, please refer to the district's Secondary Curriculum Guide as well as the Student Handbook and Code of Conduct.*

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Name of Student

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Signature of Student

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Name of Parent/Guardian

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Signature of Parent/Guardian

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Parent/Guardian's Phone Number  
(home)

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Parent/Guardian's Phone Number (work)

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Parent/Guardian's Email Address  
(optional)

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Best time to reach parent/guardian by phone.

*This letter is to be torn out and kept in the student's file. A copy should be given to the student and his/her parent/guardian.*

## CAREER & TECHNICAL EDUCATION

(Vocational Education)

### CONCEPTS OF AGRISCIENCE TECHNOLOGY

1 semester(s); 1 units credit

710929

Grades 10-12

Concepts of Agriscience Technology is a course to introduce students to the sciences, technologies, and applied practices of the progressive agriculture/agriscience industry. Emphasis is on an active learning environment enriched with technology and science-based applications. The course serves as the entry-level course for other courses in agriculture, including horticulture and forestry. The focus is to begin the preparation of students for further study leading to successful careers in the agriculture industry. Required core course first in sequence.

### SCIENCE OF AGRICULTURE PLANTS

1 semester(s); 1 units credit

Grades 10-12

Prerequisite: Concepts of Agriscience Technology or Biology

711129

The Science of Agriculture Plants is a course which develops competencies related to the production of plants for food, fiber, ornamental, and other purposes. It includes instruction in the basic principles of plant science as well as cultural practices and the use of technology to efficiently and effectively meet consumer needs. Plant growing structures, plant classification, growth, propagation, culture, pests, harvesting, and marketing are included.

### SCIENCE OF ENVIRONMENTAL AGRICULTURE

1 semester(s); 1 units credit

Grades 11-12

Prerequisite: Concepts of Agriscience Technology or Biology

711029

The Science of Environmental Agriculture is a course to introduce and develop skills in environmental areas related to the use and management of natural resources in the food and fiber systems. New technologies being used to enhance human capabilities to monitor and protect the environment are introduced. The overall focus is on maintaining and protecting resources to assure quality human life. Important relationships of living organisms to land and soil, water, the atmosphere, waste management, forestry, and energy management are included. Stress is on understanding global environmental issues and developing appropriate attitudes of environmental stewardship.

### AGRIBUSINESS AND ENTREPRENEURSHIP TECHNOLOGY

1 semester(s); 1 units credit

Grades 11-12

711229

This is a course in the role and characteristics of agricultural and related businesses in our economy. The purpose of this course is to: provide a basis for making effective business decisions; setting goals; assessing and solving problems; determining financial progress and success; evaluating the management of resources; and gaining skills useful in everyday life in the diverse fields of agribusiness and entrepreneurship. Students explore principles in the successful organization and management of business owners, managers, and operators.

### SMALL ENGINE REPAIR I

2 semester(s); 2 units credit

Grades 10-12

771329

### SMALL ENGINE REPAIR II

2 semester(s); 2 units credit

Grades 10-12

Prerequisite: Small Engine Repair I

771429

This course is designed to give the students background and knowledge in the theories, principles, operation, and repair of all terrain vehicles and motorcycles. Small engines of various types will also be included. After completing the two-year program, the student will be suitably skilled to enter the job market in this vocational area.

### AUTO BODY REPAIR I

2 semester(s); 2 units credit

Grades 10-11

771529

### AUTO BODY REPAIR II

2 semester(s); 2 units credit

Grades 10-12

Prerequisite: Auto Body Repair I

771629

The course in Auto Body is designed to introduce the student to the proper way to repair or refinish automobiles. It introduces two types of body construction employed in the manufacturing of an automobile and identifies the many sections, assemblies, and component parts such as moldings, trim panels, and the more common fastening devices. The oxy-acetylene and electric arc welding process including the new type of spot welders used in autobody repairing is described and explained. The course deals with all of the basic set-ups in applying corrective forces and the care and maintenance of equipment used in auto body construction.

**AUTOMOTIVE TECHNOLOGY I**

2 semester(s); 2 units credit  
 Grades 10-12 771929

**AUTOMOTIVE TECHNOLOGY II**

2 semester(s); 2 units credit  
 Grades 10-12  
 Prerequisite: Automotive Technology I 772029

The Automotive Technology course is designed to train students in the different areas of automotive maintenance and repairs. This course offers actual work experience for students in areas which require manipulative skills. Content covered in the first year is: automobile brakes, front-end service and repair, engine overhaul, and engine tune-up (minor). Content covered in the second year is: engine overhaul and repair, engine tune-up (major), tune-up and electrical troubleshooting and transmission service. The students should be able to obtain a job in this area and as they gain experience in their work, advancement in skills and knowledge should be acquired.

**BUSINESS MANAGEMENT I**

2 semester(s); 2 units credit  
 Grades 10-12 791029

**BUSINESS MANAGEMENT II**

2 semester(s); 2 units credit  
 Grades 11-12  
 Prerequisite: Business Management I 791129

Business Fundamentals (Year 1) serves as the foundation for all Business Pathways. Courses in Business Fundamentals provide instruction in basic business skills and knowledge related to economic fundamentals, management, communications, finance, human relations, career development, ethics and business etiquette. Business Management (Year 2) is a program for Students in the Business Management, Marketing, and Technology Pathway. The program is designed to prepare students for careers or continuing education in management or entrepreneurship and was written to incorporate the Business Administration Core Standards published by the Marketing Education Resource Center.

**CARPENTRY I**

2 semester(s); 2 units credit  
 Grades 10-12 751529

**CARPENTRY II**

2 semester(s); 2 units credit  
 Grades 11-12  
 Prerequisite: Carpentry I 751629

Students learn to operate machines that cut and shape lumber, construct, and install counters, cabinets, office fixtures, and partitions. They also study blueprints and select and mark wood.

**EARLY CHILDHOOD SERVICES AND EDUCATION I**

2 semester(s); 2 units credit  
 Grades 10-12 782129

**EARLY CHILDHOOD SERVICES AND EDUCATION II**

2 semester(s); 2 units credit  
 Grades 11-12  
 Prerequisite: Child Care and Guidance I 782229

This course is designed to teach students the patterns of growth and development of preschool children through the

study of the four areas of development: social, emotional, physical, and intellectual. Students will be instructed in care and guidance techniques to accompany the developmental stages. The curriculum provides students with the opportunity to have classroom study and active supervised experiences to reinforce the performance objectives of the course in a positive learning environment. This enables them to develop individual competencies in preparation for employment in a childcare occupation.

**DESIGN TECHNOLOGY FOR FASHION AND INTERIORS II**

2 semester(s); 2 units credit

Grades 10-12

Prerequisite: Design Technology I

782429

This program prepares students for entry-level jobs in business and industries concerned with clothing and textiles. Such procedures as fitting and altering ready-made garments, custom tailoring and dressmaking, drapery making and home furnishings, laundering and dry cleaning, and demonstration and technical work in business and industry are thoroughly covered in both lectures and in laboratory projects.

**COSMETOLOGY I**

2 semester(s); 2.5 units credit

Grades 11-12

782529

**COSMETOLOGY II**

2 semester(s); 2.5 units credit

Grades 11-12

Prerequisite: Cosmetology I

782629

Cosmetology is a course designed to teach students to master the art of beautifying the hair, skin, and nails and to prepare the students for entry-level employment. In addition to the manipulative skills, the students are taught personal development, safety, and sanitation measures, salesmanship, business management, and the chemistry of cosmetics and preparations used. A total of fifteen hundred clock hours are required by law. Students must meet the 1500 clock-hour requirement by attending a summer session prior to their junior year and the summer prior to their senior year. Upon completion of the course, the students are eligible to take the examination administered by the Mississippi State Board of Cosmetology prior to licensing.

**ENGINEERING AND ROBOTICS I**

2 semester(s); 2 units credit

Grades 10-12

793039

**ENGINEERING AND ROBOTICS II**

2 semester(s); 2 units credit

Grades 11-12

Prerequisite: Electronic Communication Production I

793139

These courses provide a program in pre-engineering for high school students. The purpose of the program is to provide students with expanded knowledge of the use of technological skills and to enable them to solve problems by applying knowledge in a technological context. The program is designed to provide students with hands-on experiences related to the application of engineering concepts in the workplace. Students will develop academic and technical skills, 21st century skills, and human relations competencies that accompany technical skills for job success and lifelong learning. Students who complete the program will be better prepared to enter and succeed in engineering programs offered by Mississippi community and junior colleges and institutions of higher education.

**CULINARY ARTS/PRO-START I**

2 semester(s); 2 units credit

Grades 10-12

781729

**CULINARY ARTS/PRO-START II**

2 semester(s); 2 units credit

Grades 11-12

Prerequisite: Culinary Arts I

781829

These courses are designed to cover the major functional activities in a food service business. Major content covered: management, supervision, purchasing, planning meals, receiving supplies, inspecting, storage of materials, dishwashing, maintaining cleanliness, and keeping records.



**HEALTH SCIENCE EDUCATION I**

2 semester(s); 2 units credit  
Grades 10-12

781129

**HEALTH SCIENCE EDUCATION II**

2 semester(s); 2 units credit  
Grades 10-12  
Prerequisite: Health Science Education I

781229

These courses introduce students to the career opportunities available in the health field. The Health Occupations curriculum is designed to enable the students to secure a basic foundation in Anatomy, Physiology, Microbiology, and to provide a thorough orientation of all health care professions. The first-year students will tour different health related facilities. The second-year students will shadow different health related professions.

**HEATING AND AIR CONDITIONING I**

2 semester(s); 2 units credit  
Grades 10-12

771729

**HEATING AND AIR CONDITIONING II**

2 semester(s); 2 units credit  
Grades 11-12  
Prerequisite: Heating and Air Conditioning I

771829

These courses prepare students for immediate employment in the field of heating and refrigeration. Content covered is: fundamentals of heating and refrigeration, heating and refrigeration tools and materials, basic refrigeration systems, compressors, refrigerants, refrigerant controls, gas and electric heating systems, electric circuits and controls, installing and servicing small hermetic systems, air conditioning systems, cooling and humidifying, air conditioning cleaning and servicing, and career opportunities in heating and refrigeration.

**INFORMATION SYSTEMS TECHNOLOGY I**

2 semester(s); 2 units credit  
Grades 10-12

751329

**INFORMATION SYSTEMS TECHNOLOGY II**

2 semester(s); 2 units credit  
Grades 11-12  
Prerequisite: Information Systems Technology I

751429

This instructional program prepares students to enter residential electrical occupations. Students learn to layout, assemble, install, connect, and test electric circuits, fixtures, devices, machinery, and control equipment. Students use practical experiences to understand amperage, wattage, and voltage.

**HOTEL, RESTAURANT AND TOURISM MANAGEMENT I**

2 semester(s); 2 units credit  
Grades 10-12

781329

**HOTEL, RESTAURANT AND TOURISM MANAGEMENT II**

2 semester(s); 2 units credit  
Grades 10-12  
Prerequisite: Hotel, Restaurant and Tourism I

781429

These courses cover all aspects of hotel operations through lectures, videos, field trips, texts, hands-on experience with externships, and work available through the Jackson Hotel/Motel Association. Subjects include: overview of the travel/tourism industry, front office, reservations, telephone department, bell service, maintenance, housekeeping, safety, guest relations, laundry operations, marketing, overview of food service, controls and night audit. Graduates are prepared to assume hotel line positions or to enter advanced studies at the college level in hotel and restaurant schools.

**MARKETING MANAGEMENT I**

2 semester(s); 2 units credit  
Grades 10-12

783129

**MARKETING MANAGEMENT II**

2 semester(s); 2 units credit

Grades 10-12

783229

Prerequisite: Marketing Management I

**DIGITAL MEDIA TECHNOLOGY I**

2 semester(s); 2 units credit

Grades 10-12

792029

**DIGITAL MEDIA TECHNOLOGY II**

2 semester(s); 2 units credit

Grades 11-12

792129

Prerequisite: Digital Media Technology I

This program is designed for students who wish to develop, design, and implement projects in the fast growing field of digital media. The program emphasizes the techniques and tools used in digital media and the creative design or content of such media. Both theoretical learning and activity-based learning are provided for students who wish to develop and enhance their competencies and skills. The course focuses on the basic areas of computer graphics, multimedia, and animation. Exposure to state-of-the-art equipment is given through advice by experts from industry. The comprehensive project component provides practical experience toward developing a portfolio of work.

**SIMULATION AND ANIMATION DESIGN I**

2 semester(s); 2 units credit

Grades 10-12

794049

**SIMULATION AND ANIMATION DESIGN II**

2 semester(s); 2 units credit

Grades 11-12

794149

Prerequisite: Simulation and Animation I

Simulation and Animation Design is a pathway in the Science, Technology, Engineering, and Mathematics (STEM) career cluster. This Program is designed for students who wish to develop, design, and implement projects in the ever-expanding field of game design and development. The program emphasizes the techniques and tools used in game design and creative design or content of such media. Both theoretical learning and activity-based learning are provided for students who wish to develop and enhance their competencies and skills. The program focuses on the basic areas of ethics, character development, audio and video production, and design using visualization software. The program finishes with a performance-based unit that requires students to develop their own gaming environment. This comprehensive project component provides practical experience toward developing a portfolio of work. Membership is encouraged in the student organization, Technology Student Association (TSA), which promotes technological literacy, leadership, and problem solving, resulting in personal growth and opportunity.

**LOGISTICS I**

2 semester(s); 2 units credit

Grades 10-12

796049

**LOGISTICS II**

2 semester(s); 2 units credit

Grades 11-12

796149

Prerequisite: Logistics I

Logistics is a program that provides students with knowledge in planning, directing and coordinating services that involve purchasing, warehousing, distribution, customer service and planning services. Logistics personnel manage the daily operations of a facility, resolve problems concerning transportation, imports and exports, and coordinate the physical distribution of materials, products and people, in a safe and economical manner.

# COOPERATIVE EDUCATION

(Callaway and Forest Hill)

## COOPERATIVE EDUCATION I

2 semester(s); 2 units credit  
Grades 9-12

782729

## COOPERATIVE EDUCATION II

2 semester(s); 2 units credit  
Grades 10-12  
Prerequisite: Cooperative Education I

782829

The general purpose of the Co-op Program is to provide an opportunity for students to prepare themselves for employment after graduation from high school. These courses provide students with entry-level and mid-management-level skills, as well as to coordinate classroom activities and projects with on-the-job training. Content covered in Diversified Occupations is: career planning, basic financial planning, job application and interview, human relations, and basic business math. The student must be 16 years of age or older, have satisfactory attendance records, good work habits, and have an application on file with the coordinator.

## *Frequently Called Phone Numbers*

General Information (JPS)  
Executive Director, High Schools  
Executive Director, Middle Schools  
Executive Director, Student Services  
& Alternative Education  
Parent Resource Center

### **High Schools**

Callaway  
Career Development Center  
Forest Hill  
Jim Hill  
Lanier  
Murrah  
Provine  
Wingfield

### **Middle Schools**

Bailey  
Blackburn  
Brinkley  
Chastain  
Cardozo  
Hardy  
Kirksey  
Northwest  
Peeples  
Powell  
Rowan  
Siwell  
Whitten

### **District Programs**

Adult Education (GED)  
Athletic Department  
Capital City Alternative School  
Career Academic Placement (CAP)  
JROTC Program

Receptionist.....601-960-8700  
Dr. Debra Mays-Jackson.....601-960-8730  
Ms. Vonda Beaty.....601-960-8869  
  
Dr. Bishop Knox.....601-960-8705  
Sylenea Anderson.....601-960-8980

### **Principals**

Clyde Speaks.....601-987-3535  
Dr. Brenda Jackson.....601-960-5322  
Dr. Kimberly Warfield.....601-373-4313  
Bobby Brown.....601-960-5354  
Dr. Shameka McClung.....601-960-5369  
Dr. Freddrick Murray.....601-960-5380  
LaKetia Marshall-Thomas....601-960-5393  
Dr. Cynthia Johnson.....601-371-4350

### **Principals**

Christi Hollingshead.....601-960-5343  
Marietta Carter.....601-960-5329  
Dr. Leroy Pope.....601-987-3537  
Victor Ellis.....601-987-3550  
Dr. Josephine Kelly.....601-346-5635  
Antonius Caldwell.....601-960-5362  
Dr. Edward Buck.....601-987-8360  
Chinelo Evans.....601-987-3609  
Larry Holmes.....601-371-4345  
Dr. Valerie Bradley.....601-987-3580  
Dr. Shimelle Mayers.....601-960-5349  
Larry Armstrong.....601-923-2550  
Anthony Moore.....601-371-4309

### **Directors**

Isacc Norwood.....601-987-3695  
Clinton Johnson.....601-960-8825  
Marie Harris.....601-987-3570  
Tennia Ross.....601-982-5221  
Col. Paul L. Willis.....601-987-4931



Jackson Public Schools

JACKSON PUBLIC SCHOOL DISTRICT  
Jackson, Mississippi